

Volume 3, Issue 6, November 2014

ISSN-2278-9545

# EDULIGHT

*International, Multi-disciplinary, Bi-annual & Peer-Reviewed Journal*



**COUNCIL OF EDULIGHT**

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KALYANI, NADIA, WEST BENGAL - 741235, INDIA

# **EDULIGHT**

*International, Multi-disciplinary, Bi-annual & Peer-Reviewed Journal*



## **COUNCIL OF EDULIGHT**

**Kalyani, Nadia, West Bengal – 741235, India**

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# EDULIGHT

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Vol. 3, Issue 6, November, 2014

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*Suggestions for further improvement of the journal will be thankfully received. We look forward to your reply in the form of suggestions, views and articles for the next issue.*

*With thanks,*



**Kalyani, West Bengal  
2<sup>nd</sup> November, 2014**

**Ajit Mondal  
Executive Editor, EDULIGHT**

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Publication Fees	Rs. 1000.00	Rs. 1300.00	Rs. 1600.00

\*w. e. f. Vol. 4, Issue 7, May, 2015.

**Printed by :** Tendercare Computers, B-5/133, Kalyani, West Bengal, Mobile : 9836541033



## THE CONTRIBUTION OF SRI RAMKRISHNA TO THE RENAISSANCE IN BENGAL IN NINETEENTH CENTURY

**Abhisek Karmakar**

**Assistant Professor, Department of Political Science, Raja Rammohun Roy Mahavidyalaya,  
Hooghly, West Bengal, Email : avi\_2609@rediffmail.com**

### ABSTRACT

The nineteenth century Bengal witnessed a vigorous cognitive revolution which is popularly known as 'Renaissance'. From Raja Rammohun Roy of early nineteenth century to Rabindranath Tagore of twentieth century, the vigorous chain of social and political thought enlightened with the wave of rational cognitive movement have built the cultural ambience for modern India, the far reaching consequences of which can still be felt in the post independent era. This particular cognitive revolution came from a small but remarkable community of individuals in Nineteenth Century Bengal in the form of their respective individual acts of creation in a number of realms, in particular – arts, literature, social reforms, diversified socio-cultural activities etc. Among those eminent identities Sri Ramkrishna Paramhansa Deb was one of the significant reformers. But it is really unfortunate that in most of the contemporary literatures on Bengal Renaissance Ramkrishna Deb had been suffering an undeserved neglect and is confined only in the realm of religion. This paper, therefore, is an attempt to explore his great activities which were enormous not only in his time but are quite relevant in today as well.

The nineteenth century Bengal witnessed a vigorous cognitive revolution which is popularly known as 'Renaissance'. From Raja Rammohun Roy of early nineteenth century to Rabindranath Tagore of twentieth century, the vigorous chain of social and political thought enlightened with the wave of rational cognitive movement have built the cultural ambience for modern India, the far reaching consequences of which can still be felt in the post independent era. This particular cognitive revolution came from a small but remarkable community of individuals in Nineteenth Century Bengal in the form of their respective individual acts of creation in a number of realms, in particular— arts, literature, social reforms, diversified socio-cultural activities etc. Among those eminent identities Sri Ramkrishna Paramhansa Deb was one of the significant reformers. But it is really unfortunate that in most of the contemporary literatures on Bengal Renaissance Ramkrishna Deb had been suffering an undeserved neglect and is confined only in the realm of religion. This paper, therefore, is an attempt to explore his great activities which were enormous not only in his time but are quite relevant in today as well.

Modernity, rationality, humanism, secularism, modern liberal democratic norms— all, it may be argued, are the direct or indirect influenced outcomes of renaissance in Europe since fifteenth century. Jacob Burckhardt (1860 : 81-89) in his eminent book *The Civilization of the Renaissance in Italy* claimed that it is the culture of renaissance that has brought rationalism, individualism and secularism in human species. In Bengal all of these ideals of renaissance were built through various social reform movements, socio-political consciousness, radical rational movements etc. Ramkrishna's deep love for human beings, his compassionate spiritual thoughts, his selflessness, his secular vision and advocacy of the Divinity – of truth all it may be argued took important role in the modern awakening of Bengal. All he wanted was to rebuild India's glorious past through proper incorporation of true religion.

One of the significant features of renaissance and modernity is that it brought rationality and cognitive thinking in place of socio-religious dogmas. Ramkrishna was a man of rational mind. No sooner he took the charge of worshipping as a priest at Dakshineswar he asked himself if he was worshipping a piece of stone or a living Goddess. If so, then why should she not respond to his worship? His free and rational thinking, easy and down-to-earth lifestyle, selflessness, determination influenced his associates and followers. Eminent identities of social reformers and modernizers like Ashwini Kumar Dutta, Bankimchandra Chattopadhyay, Swami Vivekananda, Keshab Chandra Sen, Dayananda Saraswati, Bijoykrishna Goswami, Girish Chandra Ghosh and many had direct correspondence with him. Even Indian nationalist thinkers and activists like Hrisi Aurobinda, Mohandas Gandhi, Netaji Subhas, Balgangadhar Tilak also influenced by his great activities. Subhas Chandra Bose once said, "To have a proper understanding about the role of Swami Vivekananda as a

pioneer of nation-building process in India one must focus on Ramkrishna along with him. To make India free from British bondage we must make it a true habitat of all creed, all religion based on national feelings. The ideal of secularism that Ramkrishna bore in his mind would only be the root of strength of Indian nationalism". (Pal, 2010 : 12-13). It may be argued that the notion of nationalism is one of the most important outcomes of nineteenth century Bengal renaissance and the role of Ramkrishna in this regard cannot be denied.

The most significant role taken by Sri Ramkrishna, it may be argued was nothing but his firm belief of secularism. Throughout the nineteenth century huge debates and confrontations were taking place in Bengal on the question of true religion. Some of those were : the contradiction between Rammohun and conservative Hindu Brahmins on idolatry, superstitions and dogmas in the name of religion; Rammohun's confrontations with Christian Missionaries on Unitarianism versus Trinitarianism, the almost opposite role of Brahmosabha (established by Rammohun) and Christian Missionaries and most of all, the role of a good numbers of religious associations such as, Dharmasabha (1830), Brahmosamaj, Hindu Charitable Institution(1848), Sarvatattvadipika Sabha (1832), Tattvabodhini Sabha(1839) and so on. But he did not incline to any of those religious activities which, is regarded by some as Hindu Revivalism. He firmly believed and propagated his secular belief and synthesis of all religions. His synthesis of all religion was the basic essence of his religious ideas. Yearning to attain perfection and realization of true God Ramakrishna devoted himself to learn Tantrasadhana (Tantric Worship) and Vedanta. Bhairabhi Brahmani, a ascetic of Tantric school and Totapuri, a great Vedantic ascetic took significant role in building Ramakrishna's realization of Tantra and Vedanta respectively. Being too devoted to realize the true religion Ramakrishna also practiced different forms of Vaisnava Sadhana, Islamic Doctrine and Christianity. After having satisfactory explorations and spiritual experiences Ramakrishna realized that all religions are true and emphatically argued that the substance of all religions is one under different names and different ways (Bose, 1976 : 179). So, he suggested letting people follow their own paths. To him, religions are like so-many paths leading to the same goal, i. e., God. According to him, a truly religious man should think that other religions also are paths leading to truth and in this regard all religions should be respected equally. He wanted people to go to the root of religion and never believed in conversion people on religion ground. What he tried to do was nothing but to make a Hindu a better Hindu, a Muslim a better Muslim, a Christian a better Christian and so on. He argued that it is only the language that differs with each other but the goal of each religion is same. He said, "Many rivers flow by many ways but they fall into the sea".

Religious tolerance, or in other words, respect to all religious sects, it may be argued were already initiated by some of his predecessors namely, Raja Rammohun Roy, Dwarkanath Tagore and many contemporary modernizers in the first half of nineteenth century. What Ramakrishna did in this regard was of crucial importance as he attempted to build an open space for both who supported idol based worship and those who vehemently opposed the practice of idolatry in any form. One of the basic features of nineteenth century religious reformation movement started by Rammohun and his like-minded associates was denunciation of Idolatry. The rationalistic mind of Ramakrishna gave a simple but enormous significant response to this debate of the time. According to him God is with form and without form. He firmly believed that those who think that God is without form will attain him as well as those who believe he has a form (Bose, 1976 : 182). His benevolent mind made him liberal to all religions. Jawaharlal Nehru, in his eminent work *The Discovery of India* (2004 : 369) claimed

Essentially religious and yet broadminded in his search for self-realization he went to Moslem and Christian mystics and lived with them for years, following their strict routines... indeed he brought within his fold other religions also. Opposed to all sectarianism, he emphasized that all roads lead to truth.

This, needless to say, liberal and universal view about all religions was the distinct feature of his religious thoughts and activities. Despite the fact that eminent figures of nineteenth century like Ishwarchandra Vidyasagar, Debendranath Tagore did not attracted directly by the spiritual thoughts and activities of Ramakrishna the enormous impact of Ramakrishna over society cannot be undermined. His activity could not quench the rational and agnostic mind of Vidyasagar. Again the firm critic of idolatry Debendranath Tagore could not accept the way Ramakrishna devoted himself to sadhana at Dakshineswar (Roychoudhury, 1984 : 2-3). But the most significant fact about

Ramakrishna was that he could touch the numerous hearts of contemporary society. Sibnath Sashtri, one of the reformers of nineteenth century, who had direct correspondence with Ramakrishna, gave an interesting instance of his liberal and universal view of religion. In his auto-biography *Atmachorit* Sibnath Sashtri wrote, "Once while going to Dakshineswar I took a Christian priest along with me. No sooner I introduced him to Ramakrishna, he conveyed his cordial respect (pranam) to Jesus. Such an activity reveals the extent of his deep introspection of secular and universal religious thought (Sashtri, 1983 : 128)".

Among his contemporary modernizers who were highly influenced by Ramakrishna two great names were Swami Vivekananda and Keshabchandra Sen. Scholars like Max Muller and Christopher Isherwood claimed that Sri Ramakrishna marked a huge impact on Keshabchandra since the first day the later met him in March, 1875. Ramakrishna sometimes visited Keshabchandra's house 'Kamal Kuthir' while the later often went to Dakshineswar (Srima, 2<sup>nd</sup> part, 2010 : 45-48). In 1880 Keshabchandra explored his notion of Navavidhan, the harmony of all religions, which aimed to make a synthesis of all religions. According to Christopher Isherwood Keshabchandra respected Ramakrishna so much that he viewed him as a teacher and the Navavidhan or New Dispensation was nothing but a fundamental teaching of Sri Ramakrishna (Bose, 1976 : 163). Swami Vivekananda was highly moved by the mono-theism of the Brahmo Samaj of Keshabchandra and joined the Brahmosamaj movement. But his curious heart quenched only when he met Sri Ramakrishna (Majumdar, M. 1965 : 119-120). Though Ramakrishna took no time to recognize the cognitive mind of his disciple, the educated, rational and intellectual Naren took long time to acknowledge his preceptor. He was highly moved by Ramakrishna's deep love of religion, sacrifice, devotion and service to humanity. According to sister Nivedita the main three factors that influenced the life of Vivekananda were the Shastras, his Guru Ramakrishna and his motherland India (Nivedita, 1966 : 14-18).

Sri Ramakrishna it may be claimed was one of the leading figures of Hindu revivalism. But his Hinduism was never biased but was a pure attempt of secular religious thought. Pratap Chandra Majumdar, a staunch brahmo who came into contact with Ramakrishna wrote, "It is a Hinduism of a strange type. He is not a Shivaite, he is not a Shakta, he is not a Vaishnava, he is not a Vedantist, yet he is all these". This distinct feature of Ramakrishna made him really one of the greatest identities of nineteenth century Bengal.

To conclude, it may be claimed that Sri Ramakrishna took an enormous role in Bengal Renaissance in the nineteenth Century. Following Bipinchandra Pal it should be noted that Ramakrishna was a true Universalist who did not belong to any particular sect or creed but belonged to all of those. He is really relevant in the present context, especially in a stage when an overall socio-cultural and political erosion and degradation is taking place in all sphere of human life. The socio-cultural ambience for a religious revivalism, which got a proper shape in subsequent decades, specifically in the name of spiritual nationalism, it may be argued were the direct outcome of Ramakrishna's huge influence over contemporary social reformers and modernizers. He, it may be claimed was highly democratic and liberal. Even in the 21<sup>st</sup> century people in most cases are guided by their traditional values and rituals and often reluctant to give up his traditional values. But Ramakrishna, in the so-called nineteenth century made the remarkable comment "jata mat tata path". Such a comment is not only revealing his liberal mind but also marked a great contribution in creating the intellectual liberal ambience in the second half of nineteenth century.

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**STATUS OF HIGHER EDUCATION IN INDIA : A CASE STUDY ON BENGAL****Doli Dey****Assistant Professor, Department of Education, Sukanta Mahavidyalaya,  
Dhupguri, West Bengal, Email : dey\_doli@yahoo.in****Binayak Chanda****Assistant Professor, Department of Education, Dukhulal Nibaran Chandra College,  
Aurangabad, West Bengal****Tarini Halder****Assistant Professor, Department of Education, University of Kalyani, Kalyani, West Bengal****ABSTRACT**

Present paper focuses on the growth and development of higher education in India with a special reference to West Bengal. The study is based on secondary data and presented in both qualitative and quantitative forms which are collected from various reports, Journals, articles, etc. After independent growth of higher education institute and student enrolment is in increasing order whereas quality of higher education is not as per expectation. By the turn of the decade attentions has been paid to quality and excellence in higher education. Presently, half of all countries have created a quality assurance mechanism. In India there are so many plans and policies have been formulated to achieve the quality and excellence in higher education. But the present scenario is different. This is my small attempt to find out the present scenario of higher education in India.

**Key Words :** Higher Education, Development, Quality, Quantity.

**Introduction**

Higher education plays a vital role for social -cultural and economic development not only a community but also the World in the 21st century. The journey of the Indian higher education system was influenced by religion and traditions, bramhanic and Buddhist education system is the examples. After ancient and mediaeval Indian education, the modern higher education system was started in the year of 1857 with the establishment of Bombay, Madras and Kolkata University with the recommendation of Woods Despatch. In post independent period, Radhakrishnan Commission 1948-49 to propose the recommendations, that how can make higher education more relevant and how can make it the powerful instrument of social change and also help to achieve the national goal. After that, Kothari commission and Education policy 1968 also stress on the upliftment of higher education. After that so many plans and policy has been formulated and implemented to make higher education more relevant and resourceful.

Today India's higher education system is the World's third largest education system after U. S. and China. Indian higher education specially expanded in the last decade. More than 20,000 colleges and 450 universalities have been added in between 2000-01 to 2011-12. The number of students enrolled has increased 8.4 million to 24.2 million. (Sharma, 2012). But the million value question is what about quality assurance? The main objective of this paper is to examine the status of higher education in West Bengal.

**Objectives of the Study**

1. To study the present status of higher education in India
  - i) Growth of university, colleges, teachers and students in India.
2. To examine the present status of higher education in West Bengal.
  - i) Establishment of colleges and universities in West Bengal.
3. To find out the quality of higher education in West Bengal.
  - i) Year-wise analysis of NAAC accredited and reaccredited University and colleges in West Bengal.
  - ii) To provide some suitable recommendations to ensuring the quality of higher education.

## Methods of the Study

The present study based on secondary data only. The necessary data and information were collected for the NAAC Annual Report, UGC Annual Report, reputed journals like University News, books and some website of UGC, NAAC, MHRD etc. Only qualitative analysis has been resorted in this study.

## Higher Education in West Bengal in Indian Context

India's higher education system is centralised and highly politicized. At present in 2011 there are 227 government recognized universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are open universities and rest are the state universities, Most of these universities in India affiliating colleges where under graduate are being taught (Singh J. D.).

According to the department of higher education government of India, 16,885 colleges, including 1800 exclusive women's college functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher education institutes in India.

**Table 1. All India Growth of Institutions, Enrolment and Teaching Faculty at Higher Education Level, 1950-51 to 2011-12**

Year	Universities	Colleges	Teachers	Students
1950-51	30	695	23549	207000
1960-61	55	1542	59673	1064000
1970-71	103	3604	128876	1954000
1980-81	133	4722	193341	2752000
1990-91	193	7346	263125	4825000
2000-01	256	12806	411628	8795000
2010-11	634	31564	816966	18670000

Source : UGC Annual Report.

According to ASHE 2013 (Annual Status of Higher Education of States and UTs in India) Higher education in India has witnessed a remarkable growth over the years. The number of higher educational institutions (HEIs) has increased from about 30 universities and 695 colleges in 1950-51 to about 700 universities (as of 2012-13) and 35,000 colleges (as of 2011-12) with an annual enrolment of above 25 million (including enrolment under Open and Distance Learning system) as per a recent UGC report.

**Table 2. Establishment of Universities in West Bengal**

Sl. No.	Name of the University	Location	Type	Estd.	Specialization
1.	Aliah University	Kolkata	State	2008	General & Engineering
2.	Bidhan Chandra Krishi Vishwavidyalaya	Nadia	State	1974	Agriculture
3.	Burdwan University	Burdwan	State	1960	General
4.	Calcutta University	Kolkata	State	1857	General
5.	Jadavpur University	Jadavpur	State	1955	General & Engineering
6.	Kalyani University	Nadia	State	1960	General & Engineering
7.	Netaji Subhash Open University	Kolkata	State	1997	General in Distance mode
8.	North Bengal University	Darjeeling	State	1962	General
9.	Presidency University	Kolkata	State	1817	General
10.	Rabindra Bharati University	Kolkata	State	1962	General
11.	Sidho Kanho Birsha University	Purulia	State	2010	General
12.	The Bengal Engineering & Science University	Howrah	State	1856	Engineering & Science
13.	The W. B. National University of Juridical Science	Kolkata	State	1999	Legal
14.	West Bengal University of Health Science	Kolkata	State	2003	Healthcare
15.	University of Animal and Fishery Science	Kolkata	State	1995	Animal & Fishery Science
16.	University of Gour Banga	Malda	State	2008	General

Sl. No.	Name of the University	Location	Type	Estd.	Specialization
17.	Uttar Banga Krishi Vishwavidyalaya	Cooch Behar	State	2001	Agriculture
18.	Vidyasagar University	Midnapore	State	1981	General
19.	Visva Bharati University	Bolpur	Central	1939	General
20.	West Bengal State University	Barasat	State	2008	General
21.	West Bengal University of Technology	Kolkata	State	2000	Engineering and Management

Table 2 indicates that there is a single central university and rest are the state university among the 20 state universities 1 is central university. As far as subject of the course programme is concern, among 21 universities, 10 are general, 3 are both general and engineering, 2 are agriculture and 1 university for each of the subject health science, legal, animal & fishery science, engineering & management and just engineering university.

**Table 3. Type of College in West Bengal**

Nature of College	Number in West Bengal
Under Scheme 12B/ 2F	425
Under Scheme of Community	6
Autonomous Engineering & Degree College	7
Academic Staff college	4
Total	442

Source :ugc.ac.in

Above Table 3 depict that there are 442 colleges in West Bengal. Maximum numbers of colleges i.e. 425 are under the scheme 12B/F. There are 7 colleges under the scheme of community, 7 are autonomous engineering & Degree College and 4 are academic staff college.

The National Assessment and Accreditation Council (NAAC), as an apex body of University Grants Commission, which was started functioning from the year 1994. It was established to enrich the quality of higher education through assessment and accreditation of colleges and universities in India. There are 3 types of grading system are followed. In the year of 1998 to 2002 the accredited institution are graded on a five point scale with the scale value of 5 Star =75, 4 Star= 70-75, 3 Star= 65-70, 2 Star=60-65, 1 Star= 55-60. After reviewing the old grading system, the revised grading system from 2002 to 2007 were based on a nine point scale with the assessment of A++= 95-100, A+= 90-95, A= 85-90, B++=80-85. B+=75-80, C++=65-70, C+= 60-65, C= 55-60. To avoid complications of the grading by the old method new method of grading system has been adopted since the year of 1<sup>st</sup> April 2007 i.e. grading by A-very good, B-good, C-Satisfactory, D- Not Accredited, The assessment and accreditation of NAAC is valid up to 5 years. Depending on NAAC assessment and accreditation report, we may understand the quality of higher education in our country.



**Table 4. Year and Grade wise Analysis of NAAC Accredited/ Institutions in West Bengal**

Grads & Universities & Colleges	Year	A++	A+	A	B++	B+	B	C++	C+	C	5 Star	4 Star	3 Star	Total	Total Institute
Universities	2000												1	1	1
Colleges															
Universities	2001										2	2	1	5	5
Colleges															
Universities	2002												1	1	2
Colleges								1						1	
Universities	2003														5
Colleges				1	1	1	1	1						5	
Universities	2004														43
Colleges			1	4	9	11	8	6	2	2				43	
Universities	2005														28
Colleges			1	2	6	6	10	2	1					28	
Universities	2006														30
Colleges			1	2	7	6	13	1						30	
Universities	2007														106
Colleges				3	15	33	29	16	9	1				106	
Universities	2008														17
Colleges				1			16							17	
Universities	2009														20
Colleges				2			14			4				20	
Universities	2010														1
Colleges							1								
Universities	2011														9
Colleges				1			7			1				9	
Universities	2012														8
Colleges							6			2				8	
Universities	2013														4
Colleges							3			1				4	
Universities											02	02	03		07
Colleges			3	16	38	57	109	27	12	11					279

Source : www.naacindia.org

Table 4 shows that maximum numbers of colleges are accredited in the year of 2007. There are massive number of colleges are accredited with 'B' which is in number of 109. Out of 463 total 279 higher education institution are accredited which are consist near about 60%.

**Table 5. Year wise analysis of NAAC Reaccredited Colleges in West Bengal**

Sl. No.	Accredited Year	Assessment Grade	Reaccredited Year	Reassessment Grade	3rd time Reaccredited Year	3rd time Reassessment Grade
1.	2006	B++	2013	A		
2.	2003	B	2009	B		
3.	2004	B++	2012	B		
4.	2011	A	2012	B		
5.	2004	C++	2009	C		
6.	2004	B+	2011	B		
7.	2000	5	2007	A	2013	A
8.	2003	B+	2009	A		
9.	2004	B++	2012	B		
10.	2004	A+	2012	A		
11.	2007	B	2013	B		
12.	2004	A	2011	A		
13.	2004	A	2012	A		
14.	2005	A+	2013	A		
15.	2007	B	2012	B		
16.	2004	C++	2012	A		
17.	2004	A	2011	A		
18.	2003	B+	2009	A		
19.	2004	B+	2010	A		
20.	2005	B++	2011	B		
21.	2003	B+	2012	B		

Source : [www.naacindia.org](http://www.naacindia.org)

Table 5 represent that total reaccredited colleges are 20 and 3 time accredited college is 1. It is also shows that maximum numbers of colleges are reaccredited by NAAC after 6 or more than 6 years. Maximum numbers of colleges are either get previous accreditation grade or get less position then first accredited grade.

**Table 6. NAAC Reaccredited University in West Bengal**

Sl. No.	Accredited Year	Assessment Grade	Reaccredited Year	Assessment Grade
1.	2001	5	2008	A
2.	2001	4	2007	B++
3.	2001	5	2009	A
4.	2001	3	2008	B
5.	2000	3	2006	B++
6.	2002	3	2009	B

Source : [www.naacindia.org](http://www.naacindia.org)

The same thing is followed in case of accreditation of university in West Bengal. Maximum numbers of university are reaccredited after 6 or 7 years. More than 50% university is accredited with grade B++ and B. The above discussion designates that quality of higher education in West Bengal is now it is a long way to go to achieve the quality and excellence, which is accredited by NAAC.

### Findings of the Study

- Most of the universities are state university in India.
- Maximum numbers of colleges are established within the year of 2001 to 2010 in India.
- Among 21 universities, rest are the state university in West Bengal.

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- Maximum numbers of colleges i.e. 425 are under the scheme 12B/F.
  - Most of the colleges are accredited in the year of 2007 in West Bengal.
  - A large number of universities are accredited in the year of 2002 in West Bengal.
  - Major colleges are accredited with 'B' grade in West Bengal.
  - Near about 40% college are pending to accredit in West Bengal.
  - Most of the university and colleges are reaccredited minimum 7 years later of accreditation.
  - After reaccredited maximum number of colleges are accredited with same or less grade of previous accreditation.
  - There is a single college of West Bengal was 3 times accredited.

### **Recommendations**

Based on the findings of the study, the following recommendations have been made to improve the quality of higher education in West Bengal

- Academics is the most important parameter which affects the quality of the education system, so it must be updated from time to time.
- Medium of higher education must be in English.
- GDP (Gross Domestic Product) should be increased in the field of higher education.
- All Institute should take their own target and achieve those in a specific period.
- To improve the quality of higher education in our government should invite the foreign university to establish their campus in India.
- Curriculum should update rapidly, it should be need based.
- Higher education institutions should use IT in administrative management to classroom teaching.
- Universities and colleges should take initiative to establish Internal Quality Assurance Cell (IQAC).

After the above discussion, it can be concluded that quality is not static, it is a never-ending journey. In the context of West Bengal, it can be stated that quality of higher education is not satisfactory in our state, because the majority of colleges is accredited with 'B' and 'B++' grade. So our government should take the initiative to formulate need based plans and policies for helping to increase the number of quality students. It must help to manifest the potentiality and efficiency of every child through quality education.

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## **THE PEDAGOGY OF THE BUCSSP FACULTY IN RELATION TO THE ACQUISITION OF LEARNING OF THE STUDENTS**

**Ruby Ann L. Ayo**

**Assistant Dean, Bicol University College of Social Sciences and Philosophy, Philippines,**

**Email : rubyannayo24@yahoo.com**

### **ABSTRACT**

The study surveyed the teaching strategies, authentic assessment and the integration of values among Social Science classes in Bicol University, Philippines. Data were taken from the responses of the faculty and students from the Survey Questionnaires, interviews from the five (5) Department Chairpersons, analyses of the Table of Specifications along with the mid-term and final examinations, second semester, S.Y. 2011-2012 and the syllabi for the same semester and observation of classes. The study was anchored on Kurt Lewin's Cognitive Field Theory "an individual lives in a space which is actually his/her environment". There are external and internal forces which affect the behavior of the individual. The study generated the following findings and conclusions: There were thirty-nine (39) teaching strategies being used by the faculty. These are: Brainstorming, Case Studies, Collage Making, Dialogues, Discussion, Encouraging Action, Expert Researches, Exposure Trips, Exposure to Fora and Lectures, Games, Go-Round, Graph/Data/Picture Analysis, Individual Reflection, Issue Poll, Imagination Exercise, Interviews, Journal Writing, Perspective Taking, Pair- Share, Poem Analysis, Problem Solving, Reading Quotation, Reciprocal Teaching, Research, Role Playing, Sentence Completion, Show and Tell, Song Analysis, Teachable Moments, Telling Stories, Twinning Projects, Use of Films, Use of Maps, Use of Globes, Use of Photographs, Visualization, Web Charting, Writing Quotation. The identified strategies for teaching respond to the different groups of learners with varying needs and styles. They as well answer to the challenge of developing the expected competencies among the learners specifically those who are immersed in the fields of Social Sciences. Meanwhile, the survey of authentic assessments revealed eight (8) clusters identified as (1) Graphic Organizer, (2) Interviews, (3) Observations, (4) Performance Tasks, (5) Creative Performances, (6) Self and Peer Evaluations, (7) Journals and Learning Logs, and (8) Portfolios. On the other hand, the survey of values being integrated show that value cited by the faculty were affirmed by the students. These are: promotion of equal rights and opportunities for men and women; promotion of sense of duty; promotion of sense of commitment; promotion of sense of compassion; promotion of sense of community; promotion of sense of cooperation; respect for life; and respect for human rights.

### **Introduction**

Every classroom teacher is challenged to achieve quality teaching-learning process. The paradigm of effective teaching-learning process suggests that the objectives, contents, strategies and assessment should be congruent. The "Why to teach?" is as important as the "What and How to teach?" and as equally important as the How effective is the teaching-learning process?" All of these are considered essential in the entire process.

Constant review of the alignment of the objectives, contents, strategies and assessment is considered a must to determine both the strengths and the weaknesses of the entire process. The Bicol University College of Social Sciences and Philosophy (BUCSSP) in the Philippines is the home of the five disciplines of the Social Sciences namely Peace Studies, Philosophy, Political Science, Social Work and Sociology. It is at the same time a service college offering the General Education Courses to the students all over Bicol University. The BUCSSP being one of the learning institutions that continuously strive for excellence, need a feedback mechanism on how the teaching-learning process is taking place.

In 2009, the BUCSSP submitted its five (5) programs to the Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACCUP) for evaluation. Four of them were awarded with level II accreditation status, these are the Peace Studies, Political Science, Sociology and Social Work whereas, the Philosophy having been established only in 2005 was submitted for preliminary status and was granted level I accreditation status in 2012. Part of the recommendations for Area IV- Curriculum and Instruction were: to look into the teaching strategies and methodologies

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being used, how values are being integrated in the teaching of the Social Sciences and the assessment used to determine the performance of the students. It is then considered but timely to look into the pedagogy of the faculty of the college so as to determine whether the strategies being used as well as the assessment of the performance of the students are in consonance with the quest for excellence. Similarly, there is a need to look into how values are integrated in the various disciplines of Social Sciences considering that Social Science as a discipline is value laden. It is with this consideration in mind that this research undertaking was conducted.

### **Objectives**

The project generally aimed to: (1) Survey the teaching strategies/methodologies and authentic assessment being used by the faculty of BUCSSP, (2) Survey how values are being integrated in the teaching of Social Sciences, and (3) Propose how to achieve efficient and effective pedagogy in order to enhance the entire teaching-learning process.

### **Review of Related Studies and Literatures**

The primary concern of every teacher is to see to it that every child in his/her class learns. This is addressed by careful selection of the appropriate teaching strategies to facilitate a more effective teaching-learning process. The educators of the third millennium are confronted with drastic changes in all areas of human life which greatly affect the quality of learning. Teachers teach primarily to effect change through the ideas assimilated by their students. How much learning has taken place will be indicated in part by how they apply what they have learned.

The challenges that confront every classroom teacher often revolve around the quest for excellence. Gardner pointed-out “our society cannot achieve greatness unless individuals at many levels of ability accept the need for high standards of performance and strive to achieve chosen standards within the limits possible for them. We want the highest conceivable excellence, of course, in the activities crucial to our effectiveness and creativity as a society. We must foster a conception of excellence which may be applied to every socially acceptable activity” (1995).

Chandler (1998) described the important role of a teacher. It focuses on the emphasis that education and teachers are facing today a challenge of crucial importance. Liberty must be preserved and vitalized. Individual happiness and advancement as well as national survival depend upon continued progress in social, scientific and political field. The teacher is the key force for promoting individual development. And, this can be addressed through the delicate preparations for the execution of effective and efficient teaching-learning process.

Meanwhile, Monte and Wingo (1988) explained that the conceptualization of teaching effectiveness has undergone various shades and levels of meanings. They state that “effective teaching is doing the appropriate thing for the individuals in a particular group to move them along specified goals”. Teaching effectiveness then became the goals in any academic milieu.

On the other hand, Evan (1970) pointed-out three ways of viewing teaching effectiveness. First, in terms of personal qualities, second, in terms of what the teachers actually do in the classroom, and third, in terms of teachers’ impact in the classroom. Evan’s idea of teaching effectiveness goes beyond the activities inside the classrooms but extends until the influence the teacher made on the lives of the students.

As effective teaching is still the primary concern of most teachers in any learning situation, certain factors have to be considered. Levine and Ornstein identified ten indicators of effective teaching. One of which is direct instruction. This refers to the clear and systematic method of teaching which starts from small steps providing the learners with ample review and explanation before proceeding to the succeeding steps (Ornstein, 1990).

Teaching strategies play a vital role in the educative process. It answers the question such as “What is the purpose of education?”. And “What are the best ways of achieving these purposes?” (2009). Tracing the historical development of education, it shows that even in the everyday life educational methods are unconsciously observed. These methods are said to be largely informal wherein children imitate the adults through observation and play.

As educative process evolves, innovations are made formalizing the structure, thus, forming pedagogy. Pedagogy refers to “the different ways a teacher teaches. It is the art and science of being a teacher. It refers to the strategies or style to improve instruction” (Teaching Method, 2009). The

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multi-faceted needs of the society result to the complex needs of the learners. One of the issues that necessitate to be addressed is the diversity in the classroom in terms of learning styles, coping ability of the students and the ability to absorb learning. All of these have to be matched with carefully selected teaching strategies. Teachers and members of the academe continuously try-out teaching strategies that would transform the role of teachers to being a facilitator, thus, allowing the development of student-centered laboratory avenues for learning. Johnson Aspacio believes that in order to become an effective educator, “one should constantly create and devise classroom activities designed to challenge the inquisitive minds of the learners in the areas of cognitive, affective and psychomotor skills” leading to the holistic development of the child.

The school has always been regarded as the most appropriate venue for the well rounded development of individuals who in turn is expected to become assets of the society. One way of making this happen is through the careful review on the pedagogy adopted by every teacher. The fast changing society challenges every educator to be innovative to blend well with the signs of times. Every teacher is confronted with the challenge on how to meet the changing needs as well as demands of every learner in a dynamic society. In the contemporary learning set-up the teacher no longer play the lead role in the classroom setting. Instead, teachers assume the role of facilitators, giving the students the center stage when it comes to the acquisition of knowledge. Educational theorists explained that modern teacher adheres to the democratic form of teaching. This elicits the process of maximizing the participation of the learners. The participation of the students is maximized if they are made to recite, discuss, share and manipulate learning devices. In spite of these, the teacher is still tasked of the preparation of the lesson. On the other hand, the learning styles and abilities of the learners are likewise to be considered. The need to expose them to instructional situations that will develop their logical and analytical thinking skills are also considered vital in the entire teaching-learning process. These are but a few of the challenges in the entire educational process.

### **Methodology**

The data of the study were taken from five (5) sources. These are the responses from two sets of Survey Questionnaires accomplished separately by the faculty and the students, the interviews of the five (5) department chairpersons who participated in the study, the Table of Specifications with the mid-term and final examinations for the second semester, school year 2011-2012, the syllabi submitted by the faculty for the same semester and the series of classroom observations.

There were a total of twenty (20) faculty members of the Bicol University College of Social Sciences and Philosophy (BUCSSP) who participated in the study. They accomplished the Survey Questionnaires (SQs) and at the same time participated in the classroom observations. The BUCSSP has as total of thirty-seven (37) faculty members as of school year 2011-2012. However, for the purpose of this study, the following were not included. The Dean, the six (6) department heads were similarly not included in the observations of classes and were not given SQs, however five (5) of them were interviewed, the two (2) faculty researchers in-charge of this study were likewise not included in the counting as well as the two (2) faculty members who were on official leave thus, should have left with a total of twenty-six (26) participants. However, of the twenty-six (26) only twenty (20) signified to participate.

The twenty (20) faculty participants were distributed among the following disciplines: five (5) from those who are teaching history, one (1) for Peace Studies, three (3) for Philosophy, four (4) for Political Science, two (2) for Psychology, two (2) for Sociology, and three (3) for Social Work. Meanwhile, there were a total of thirty-five (35) students who accomplished the Survey Questionnaires. They were randomly selected and evenly represented the seven (7) disciplines of History, Peace Studies, Philosophy, Political Science, Psychology, Sociology and Social Work. The data gathering instruments used in the study were Survey Questionnaires, one set for the faculty and another set for the students, Interview Guide used for the conduct of interviews among the Department Chairpersons, the Table of Specifications along with the mid-term and final examinations for the second semester, S.Y. 2011-2012, the syllabi submitted for the same academic period and the observation checklist and/or guide used for classroom observations.

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## Data Analysis

### Survey of the Teaching Strategies/Methodologies and Authentic Assessment Being Used by the Faculty of BUCSSP

The paradigm of effective teaching-learning process is always regarded as holistic. This requires alignment in the objectives of the lessons, strategies used in teaching and the assessment used to determine the effectiveness or impact of learning on the part of the students. This paradigm is aptly captured by the words of Herbert Simon. According to him “Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn” (<http://www.cmu.edu/teaching>).

The learning opportunities provided by the teacher will determine what and how the students think and do. And, what they do is based on the learning objectives set, strategies in teaching executed and assessment tools provided. Different learning set-ups designed different curricula designs. The differences vary and based on the goals set as well as the needs of the learners they served.

In the Australian Curriculum Victoria (AusVELS), curriculum is learner-centered. Their curriculum is illustrated in figure 1.

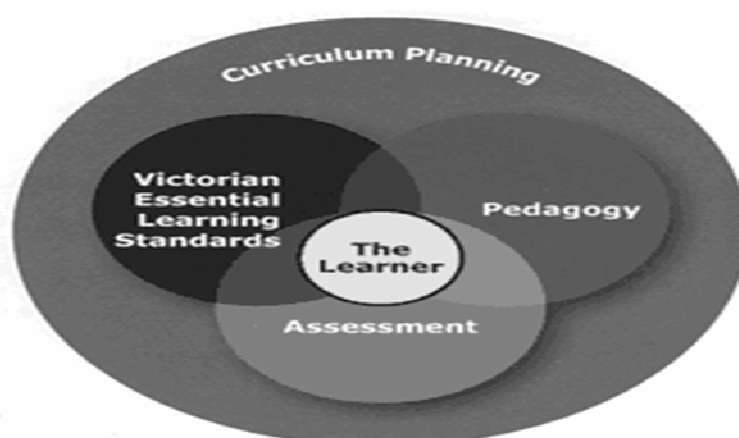


Figure 1

Teaching is considered by the educational theorists as complex and multi-faceted activity. It has to be anchored on certain principles such as (1) Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching. (2) Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities. (3) Effective teaching involves articulating explicit expectations regarding learning objectives and policies. (4) Effective teaching involves prioritizing the knowledge and skills we choose to focus on. (5) Effective teaching involves recognizing and overcoming our expert blind spots. (6) Effective teaching involves adopting appropriate teaching roles to support our learning goals. (7) Effective teaching involves progressively refining our courses based on reflection and feedback (<http://www.cmu.edu/teaching>).

#### a) Teaching Strategies

In the survey of the teaching strategies used by the faculty of the Bicol University College of Social Sciences and Philosophy (BUCSSP), the identified commonly used strategies for teaching are as follows: Brainstorming, Case Studies, Collage Making, Dialogues, Discussion, Encouraging Action, Expert Researches, Exposure Trips, Exposure to For a and Lectures, Games, Go-Round, Graph/Data/Picture Analysis, Individual Reflection, Issue Poll, Imagination Exercise, Interviews, Journal Writing, Perspective Taking, Pair- Share, Poem Analysis, Problem Solving, Reading Quotation, Reciprocal Teaching, Research, Role Playing, Sentence Completion, Show and Tell, Song Analysis, Teachable Moments, Telling Stories, Twinning Projects, Use of Films, Use of Maps, Use of Globes, Use of Photographs, Visualization, Web Charting, Writing Quotation.

The following are the descriptions of the identified strategies for teaching: Case Studies. Providing an opportunity for students to apply what they learn in the classroom to real-

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life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios (<http://www.station05.qc.ca/css/cybersite/reach-out/strategies/TEACHING.htm>).

Collage Making. A collage is a collection of photos from various sources that are put together to make whole. Asking students to make a collage on issues that relate the subject matter to help them understand the issues better.

Dialogues. Students are given the opportunity to converse, rather than debate, about problematic issues. In debates, the goal is to prove each other wrong. Dialogues, on the other hand, are occasions to find common grounds (Castro and Galace, 2008).

Discussion. There is a variety of ways to stimulate discussion. A large part of the process is the creation of a non-threatening, interactive learning environment that allows for the free exchange of ideas. An important element is the use of inquiry questioning to stimulate discussion and bring the forum to the highest levels. Discussion is central to active student learning in many courses. Nevertheless, facilitating a good discussion remains a challenge, even for experienced faculty (<http://www.montana.edu/teachlearn/Papers/teachingstrategies.html>).

Encouraging Action. This particular strategy for teaching requires for the participants to express a resolution or commitment to a certain action as a form of application for learning (Castro and Galace, 2008).

Expert Resources. Learners are exposed to the ideas of various advocacies revolving around social issues as well as concerns pertaining to government, culture and related disciplines of Social Sciences.

Exposure Trips. The learners are given the opportunity to be touched by the real scenarios that they see. Contact opportunities also motivate better in prodding the learners to perform certain actions.

Exposure to Fora and Lectures. The learners are then exposed to exchanges of views regarding socio-political, cultural and economic concerns.

Games. This particular strategy for teaching provides the learners with exciting and enjoyable ways of learning without compromising the quality of learning. Learning in a manner that is fun but meaningful way.

Go-Round. It is a strategy where the opinion of each participant is briefly solicited (Castro and Galace, 2008).

Graph/Charts/Data/Picture Analysis. This particular strategy for teaching makes use of statistics as well as photo or visual documentation as bases for analysis. And, from the analysis, data will be meaningfully interpreted.

Individual Reflection. The discussions in the class will be further enriched and be given more meaning if the learners will be given the opportunity to think of their responses or the ideas shared in the class (Castro and Galace, 2008).

Issue Poll. This particular activity is used to surface the differing positions of participants to a controversial statement as in the case of the statement, “Whether we like it or not, wars will happen in the future”. There can be at least three positions vis-à-vis controversial statements: agree, not sure, neutral or disagree.

Imagination Exercise. The imagination or visualization exercise helps the learners to use their imagination. It allows them to think of alternatives to the issues at hand.

Interviews. The learners get the chance to gather information from the third source or other sources. Asking the students to interview an expert in a particular field of Social Sciences, or a witness or participant to a certain event would help them see the same situation in a different perspective.

Journal Writing. This specific strategy for teaching facilitated independent reflection. This provides an avenue for the learner to express his/her thoughts, feelings, reactions as regards a certain issue. The expression of thoughts, feelings and reactions therefore facilitates the clarification of the stand of the learners regarding the issue at hand.

Perspective Taking. In this strategy, learners are asked to understand and appreciate where the other person is coming from. It is a skill used in problem-solving. This entails “standing in the shoe of the other and walking in them for a while”. This device is often used to develop empathy and tolerance (Castro and Galace, 2008).

Pair- Share. This is a discussion technique where groups are formed. The facilitator poses a question



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or topic for discussion. Person A responds to the question uninterrupted while Person B listens. After a given time, partners reverse roles. Later, A relates to the class the points B expresses and vice-versa. It is a good exercise to improve listening skills.

Poem Analysis. The reading of poems relevant to any concept or topic pertaining to the discipline of Social Science allows the learner to interpret its meaning thus, learning the values to be imparted in a more creative manner(Castro and Galace, 2008). .

Problem Solving. This is a teaching strategy that employs the scientific method in searching for information. This is considered as the most effective in developing skill in terms of developing the scientific process. From the experience provided the students are able to develop a strong motivation to follow systematic process (Corpuz & Salandanan, 2007).

Reading Quotation. Peace activists, religious leaders, indigenous community leaders, political scientists, philosophers, historians and among others have said words of wisdom and inspiration to common people. Allow the learners to ponder on these quotations and let them speak about the impact of these ideas on them (Castro and Galace, 2008).

Reciprocal Teaching. The learners take turn in facilitating. When they are given the chance to teach the subject matter, the learners are given the chance to comprehend better the concepts, values and skills the teachers would like them to learn (Castro and Galace, 2008).

Research. Research is a scientific process of investigating a certain phenomena. As a strategy for teaching, this is use for investigating a certain issue thus, arriving a specific stand.

Role Playing. This strategy is used to provide the participants with the opportunity to “feel” the situation rather than merely intellectualize about it. Role playing also develops empathy and greater understanding for other vantage points. It can cultivate both cognitive and affective learning.

Sentence Completion. This encourages the learners to complete the unfinished sentences. This will help them know what thoughts and feelings the learners have about a particular topic. The strategy may also be used to solicit action ideas from the participants(Castro and Galace, 2008).

Show and Tell. This strategy gives the learners opportunities to explain concepts to their classmates with matching visual aids, and is premised on the belief that if one can explain a concept well to someone else, this person, without doubt, understands the concept(Castro and Galace, 2008).

Song Analysis. This allows the learners to listen and/or read the lyrics. Then, they can be tasked to identify their favourite lines, and interpret messages that may help them learn the values they are supposed to develop in a more creative manner.

Teachable Moments. It is an opportunity seized by the teacher to discuss controversial issue of the day. It may be an issue that is internal to the class. For example, an on-going conflict among themselves(Castro and Galace, 2008).

Telling Stories. Learners sometimes remember the concepts the teachers share through anecdotes and stories. Sharing one’s personal experiences related to the issue will help illustrate better the points the teacher would like to emphasize. Such strategy also helps the learners to connect on a more personal basis (Castro and Galace, 2008).

Twinning Projects. The students may partner with another person from a different locality via e-mail or other means of communication to discuss topics related to the subject matter discussed (Castro and Galace, 2008).

Use of Films and Photographs. The use of films and/or photographs helps create vivid images in the minds of the learners. This can be followed by a discussion on message conveyed and learners’ reaction (Castro and Galace, 2008).

Use of Globes and Maps. A constant show of these devices will remind the learners that there are people from other countries to care for and be concerned about other than one’s own (Castro and Galace, 2008).

Visualization. The visualization exercise helps the learners to enhance their imagination (Castro and Galace, 2008).

Web Charting. Writing a word for example “peace” on the board at the beginning of the session and inviting the learners to write or draw their associations with the word stimulate thinking. It is also a good springboard for the discussion of a particular concept (Castro and Galace, 2008).

Writing Quotation. The reading of a quotation to any concept in Social Science at the beginning or the end of the discussion encourages the learner to think or appreciate better the concepts learned in the session (Castro and Galace, 2008).

From the descriptions of the identified strategies used for teaching, it can be gleaned that these strategies address the different groups of learners with varying needs, the levels of the expected competencies as well as the learning styles. It implies further that due to the many teaching strategies being used the learning experiences provided cater to the different groups of learners hence, addressing their individual needs. Similarly, the identified strategies used in teaching define the different learning experiences based on cognitive domains expected to be honed among the students of Social Sciences. Table 1 captures the strategies used for teaching by the faculty of the college.

**Table 1. Summary of the Teaching Strategies Identified by the Faculty Claimed to be Used in the Various Disciplines of Social Sciences**

Teaching Strategies	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
<b>Student-Centered Strategies</b>								
Case Studies	1	1	2	4	2	3	2	15
Individual Reflection	2	1	2	2	2	3	3	15
Brainstorming	1	1	2	4	2	2	2	14
Research	2	1	1	2	1	2	1	10
Journal Writing	1	1	1	-	1	2	3	9
Visualization	3	-	-	2	1	2	1	9
Role Playing	1	1	-	-	3	2	1	8
Exposure Trips	1	-	1	-	-	2	3	7
Interviews	1	-	-	-	1	2	3	7
Pair-Sharing	1	1	1	-	1	1	2	7
Problem Solving	1	1	-	2	2	1	-	7
Collage Making	1	-	-	-	2	2	1	6
Expert Researches	2	-	-	1	-	1	2	6
Games	1	-	-	-	1	2	2	6
Sentence Completion	2	-	1	1	2	-	-	6
Simulation	1	1	-	-	1	1	2	6
Imagination Exercise	2	-	1	1	1	1	-	6
Poem Analysis	3	-	1	-	-	1	-	5
Issue Poll	2	-	-	-	-	1	1	4
Web Charting	2	-	-	2	-	-	-	4
Song Analysis	1	-	-	-	-	1	1	3
Reciprocal Teaching	1	-	-	1	-	1	-	3
Twinning Projects	1	1	-	-	-	-	-	2
Writing Quotation	1	-	-	-	-	-	1	2
Go-round	1	-	-	-	-	-	-	1
<b>Teacher-Centered Strategies</b>								
Use of Films	3	1	2	2	3	3	3	17
Discussion	3	1	2	2	2	3	3	16
Telling Stories	3	1	1	2	2	3	1	13
Use of Photographs	3	1	-	2	2	2	2	12
Encouraging Action	2	-	1	1	2	2	2	10
Dialogues	2	-	2	-	1	2	2	9
Use of Maps	3	-	-	4	1	-	-	8
Perspective-taking	2	-	-	-	1	2	2	7
Reading Quotation	2	-	1	1	-	1	1	6
Show and Tell	1	-	1	1	-	2	-	5
Use of Globes	2	-	-	2	-	-	-	4
Teachable Moments	1	-	-	-	1	-	-	2
Graphical/Data/Picture Analysis	-	-	-	-	-	1	-	1
Exposure to fora/lecture series	-	-	-	-	-	1	-	1

The commonly identified teaching strategies used are varied. It implies that they provide different learning opportunities and experiences among the learners. The variations in strategies enriched the learning opportunities and experiences of the learners in the various Social Science

classes. Among the thirty-nine (39) strategies for teaching twenty-five (25) of them are classified as student-centered and fourteen (14) of them are teacher-centered. The data revealed that Social Science classes are interactive. The exchange of views therefore may be between the teacher and the learners or from one learner to another. The interactive learning promotes multiple-learning activities which enhances the development of various skills such as cognitive and affective.

From the identified teaching strategies classified as student-centered, all of them promote the must skills expected to be developed among the learners. These skills are communication, creative, analytical and critical thinking skills.

#### a) Authentic Assessment

In the survey of the authentic assessments used by the faculty of BUCSSP there were eight (8) clusters that were identified. These are (1) Graphic Organizers, (2) Interviews, (3) Observations, (4) Performance Tasks, (5) Creative Performances, (6) Self and Peer Evaluations, (7) Journals and Learning Logs and (8) Portfolios.

The categorization of the identified authentic assessment tools is representative of the three common groupings which are Performance Based Assessment, Student Self-assessment and Portfolio Assessment. The clustering is representative of all the types of authentic assessments. The authentic assessment is an alternative form of assessment which exposes the students to real life situations thus, doing away with dichotomy in learning. In this form of assessment, the students are expected to exhibit their ability and skills in terms of performing certain tasks, solving problems or expressing knowledge in ways which will more or less guide the students of what is “real” and “reel”. The authentic assessment is more process-oriented.

The table below shows the summary of the graphic organizers claimed to be used by the faculty of Bicol University College of Social Sciences and Philosophy. There were a total of twenty (20) faculties who accomplished the Survey Questionnaires represented as follows: five (5) from those who are teaching history, one (1) for Peace Studies, three (3) for Philosophy, four (4) for Political Science, two (2) for Psychology, two (2) for Sociology, and three (3) for Social Work

**Table 2. Summary of the Authentic Assessments Used by the Faculty by Department**

Authentic Assessments	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
<b>Graphic Organizers</b>								
Flow Chart	2	0	0	2	3	1	2	10
Webbing	0	0	0	0	0	1	0	1
Venn Diagram	0	0	0	0	1	0	1	2
KWL Chart	0	1	1	0	1	2	0	5
<b>Interviews</b>								
Project Interview	1	0	0	0	0	2	2	5
Questioning Suggestion	2	1	1	2	2	2	1	11
Problem Solving	1	1	1	1	2	1	1	8
<b>Observations</b>								
Observation Checklist	1	1	0	1	1	1	6	11
Problem Solving Observation Checklist	1	0	0	0	2	1	5	9
Cooperative Group Work Checklist	2	1	1	1	1	3	9	18
Cooperative Group Work Likert Scale	1	0	0	0	0	1	3	5
Cooperative Performance Indicators Holistic Scale	1	1	1	1	1	0	7	12
<b>Performance Tasks</b>								
Debate	1	1	2	3	1	1	0	9
Panel Discussion	2	0	2	2	0	1	2	9
Cooperative Learning Activities	3	1	0	1	3	3	2	13
<b>Creative Performances</b>								
Drama or Role Playing	3	1	0	2	2	2	3	13
Pictorial Problem Solving	2	0	1	1	2	0	0	6
Music Writing and Performing	1	0	0	0	0	0	0	1
<b>Self and Peer Evaluations</b>								

<b>Authentic Assessments</b>	<b>History</b>	<b>Peace Studies</b>	<b>Philo</b>	<b>Pol Scie</b>	<b>Psych</b>	<b>Socio</b>	<b>Soc Wrk</b>	<b>Total</b>
Problem Solving Rating Scale	1	1	0	0	1	1	0	4
Portfolio Reflection Items	1	1	1	0	3	1	1	8
Questions Reflective Feedback	1	1	1	0	2	2	0	7
Students Reflective Focus Questions	2	0	1	2	0	1	1	7
Observation Checklist for Peer and Self Evaluations	1	0	1	2	0	2	3	9
Experimental Design Feedback	1	0	0	0	0	0	0	1
Cooperative Group Work/Self Assessment Checklist	1	1	0	2	1	3	1	9
<b>Journals and Learning Logs</b>								
Reflective Log	1	0	1	0	2	2	3	9
Fractions Journal Entry	1	1	0	0	0	0	0	2
Learning Log	1	0	0	0	2	1	1	5
Social Science Log	1	1	0	1	1	0	0	4
Note-taking/note making	3	1	1	1	1	2	2	11
<b>Portfolios</b>								
Social Science Portfolio Content Guide	1	0	0	1	2	1	0	5
Social Science Autobiographies	2	0	0	0	0	1	0	3
Portfolio Entries	2	1	0	1	1	1	1	7

Based on the responses in the checklist accomplished both by the faculty and the students of BUCSSP, there are 8 classifications of the identified authentic assessments used. These are graphic organizers, interviews, performance tasks, creative performances, self and peer evaluations, journals and learning logs and portfolios.

In terms of grouping the identified authentic assessments, there are three (3) categories. These are the Performance Based Assessment, the Student Self-Assessment and Portfolio Assessment. In the case of the Performance Based Assessment, it has 3 sub-categories which are Short Assessment, Event Task and Extended Task. The data further implies that each identified authentic assessment has its focus on a particular skill to be developed among the learners. However, as the responses of the faculty in the accomplished Survey Questionnaires are corroborated with the interviews of the Department Chairpersons as well as with the reviews of the syllabi, Table of Specifications along with the mid-term examinations, it shows that in terms of the focus of the identified authentic assessments for the development of the higher order thinking skills is still limited. As evidenced by the classifications of test items indicated in the tables of specifications, there were items classified as HOTS when in fact they are LOTS (lower order thinking skills).

Aside from the focus on the development of higher order thinking skills other skills developed focused on the development of social communication skills. The data gathered show that interviews, Performance Tasks, Creative Performances and Exhibitions were claimed by the faculty. However, in the entries in the syllabi reflect otherwise. Journals, Learning Log, Self and Peer Evaluations and Portfolio are the authentic assessments that provide the students the avenue to develop their social communication skills. And for the development of scientific skills, the authentic assessments used were interviews and portfolio.

As pointed-out by Lund (1997), the “assessment tools are firmly embedded in the curriculum that they are practically indistinguishable from instruction”. This sums up the assessment tools as captured by the responses of the faculty and the students in the accomplished questionnaires, the assessment tools indicated in the syllabi and those that are indicated in the submitted mid-term and final examinations along with the table of specifications. The data presented, analyzed and interpreted can be summarized what the experts claim that “instructional assessment should be a process that allows teachers to adjust their instruction continuously to match the needs of students. Assessment should not be seen as siphoning teachers’ energy away from their major task of instruction because assessment is not separated from instruction. Assessment is instruction, differing only how much it “count” and when in the learning process it happens” (<http://www.eed.state.ak.us/tls/Frameworks/langarts/40instru.htm>)

### Survey of Values Integrated in the Teaching of Social Sciences

Values Education as a part of the school curriculum in the Philippines is the process by which values are formed in the learner under the guidance of the teacher and as he interacts with this environment. The table below outlines the core values integrated in the teaching of Social Sciences.

**Table 3. The Core Values Being Integrated in the Teaching of Social Sciences**

Values	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Inculcating discipline	3	1	2	4	3	3	3	19
Promotion of sense cooperation	3	1	2	4	3	3	3	19
Empowerment of individuals	3	1	2	4	2	3	3	18
Promotion of equal rights and opportunities of women and men	3	1	2	4	2	3	3	18
Promotion of sense of accomplishment	3	1	2	4	2	3	3	18
Promotion of sense of duty	3	1	2	4	2	3	3	18
Recognition of the freedom of expression	3	1	2	4	2	3	3	18
Respect for life	3	1	2	4	2	3	3	18
Respect for human rights	3	1	2	3	3	3	3	18
Right attitude toward change	3	1	2	4	2	3	3	18
Maximum utilization of resource	3	1	2	2	3	3	3	17
Accepting challenges	3	1	2	4	2	2	3	17
Promotion of sense of commitment	3	1	2	3	2	3	3	17
Promotion of sense of compassion	3	1	2	3	2	3	3	17
Rejection of violence in all forms	3	1	2	3	2	3	2	16
Commitment to continuous improvement	3	1	2	4	1	2	3	16
Promotion of civic duty, pride and rights	3	1	2	3	1	3	3	16
Concern for the environment	3	1	2	3	3	3	3	16
Promotion of accountability	3	1	2	2	2	3	3	15
Promotion of healthy competition	3	1	2	2	2	3	2	15
Promotion of sense of community	3	1	2	2	1	3	3	15
Appreciation of beauty	3	1	1	2	2	2	2	13
Devotion to the principle of democracy	2	1	-	2	3	2	-	10
Devotion to the principle of cultural diversity	2	1	-	2	1	3	-	10
Devotion to the principle of solidarity	2	1	-	2	2	2	-	9
Devotion to the principle of justice	2	1	-	2	2	2	-	9
Devotion to the principle of pluralism	2	1	-	1	1	2	-	5
Devotion to the principle of tolerance	2	1	-	-	1	2	-	6

Based on the answers of the faculty in the accomplished questionnaires, there were common values integrated as presented in table 3. The values commonly integrated in the teaching learning process are rational values that are concerned more with how one deals with others. Fourteen (14) out of the 22 common values integrated in all departments are “others” centered while the other 6 are “individual” or personal in nature. It can be noted that the top two values (inculcating discipline and the promotion of the sense of cooperation) are more applicable in the different classroom processes engaged in by the students like the different activities that teachers ask their students to do. There are 6 other values which is not at all integrated in the Social Work and Philosophy Department as revealed in the study. These are: devotion to the principle of democracy, devotion to the principle of cultural diversity, devotion to the principle of solidarity, devotion to the principle of justice, devotion to the principle of tolerance and devotion to the principle of pluralism.

There were also 20 faculty members who were observed and the observation revealed that these were the top values integrated in their teaching: promotion of the sense of duty; empowerment of individuals; accepting challenges; promotion of accountability; promotion of equal rights and opportunities for men and women; promotion of a sense of duty, and; promotion of civic pride, duty

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and rights.

The survey with the students revealed that there were 11 values that were effectively integrated and truly encouraged learning. These specifically are: (1) love of learning; (2) promotion of equal rights and opportunities for men and women; (3) promotion of sense of duty; (4) promotion of the sense of commitment; (5) promotion of the sense of community; (6) promotion of the sense of compassion; (7) promotion of the sense of cooperation; (8) devotion to the principle of democracy; (9) promotion of peace; (10) respect for life, and; (11) respect for human rights.

The Philippine society is presently seeking fresher dimensions and directions towards social transformation and development. However, no change whether in process or structure, will certainly move unless people themselves are transformed. To realize the desired social change, the values, attitudes and behaviour of the Filipinos must be appropriately re-oriented. This called then for values education. After all, the aim of all education ought to be what we call values, not merely funnelling information into empty vessels. As such all education would involve values education. (Branson, 1994). The integration of values in the social sciences comes of great importance as its nature of looking into the different social setting and interactions would demand for the integration of the necessary values in the teaching-learning process.

For many students, the school is the best stage to develop values that are necessary as they go through life. Their involvement in the different school activities highlights social awareness and social responsibility, as well as patriotism and nationalism (Dela Salle University 2006 pp.117-122). The different values integrated generally focus on these values as well.

The integration of values is best seen when faculty members relate the actual lesson with real-life situations in order to emphasize its applicability. This is supported by 5 faculty members. One Political Science Teacher said that “discussion is related to present scenario and actual experiences of the students. The lessons learned out of those experiences give emphasis on the values they have and the values they have learned”. While another History Teacher said that the values integrated are “through the life experiences that are related to the subject matter”. The same statement was generated from a Psychology teacher who said that the subject, being concerned with behavioural patterns/processes integrate values naturally and further emphasized through practical applications, most especially since the students are already at the critical stage of adolescence. In this way, a teacher is able to guide and inspire his/her learners. In Sociology on the other hand, there is an actual separate discussion on Filipino values. The same is similar with the Philosophy Department, which by the very nature of their discipline looks into “human values as its core”. “It (the philosophical notions) are primarily directed towards the end which is pakikipag-kapwa and pgpapakatao”, as stated by one faculty member of the said Department. But majority of the values taught to the students are done learned not directly but through the process of social interaction inside the classroom.

McCrae and Costa propose that there are certain personality traits tied with values that cuts across culture specifically sociability, agreeableness, conscientiousness and emotional stability. Narrowing it down however to prevailing Filipino traits is the Filipino core value of kapwa (the unity of the self and others) which is a recognition of a shared identity or an inner self shared with others (Teh and Macapagal 2011 pp. 253-255). In support of the Philosophy Department’s statement that by the very nature of the social sciences, man is seen as the center of the education process and human values are therefore at its core.

While in the interview with the Department Heads, the Heads from both Philosophy and Social Work Department have affirmed that values are truly integrated, not just in the content of the lesson but even in the requirements asked from the students and the manner by which the students are evaluated. Being a discipline that greatly highlights human relationship, the Social Work Department integrates values in nearly all its subjects. The Philosophy Department on the other hand, emphasizes values even indirectly as teachers return “cut-and-paste submitted outputs and talk to the students who pass it thereby highlighting discipline and honesty as values. The Chairperson of the Philosophy Department also mentioned that he leaves the classroom even when the class is taking the test to further see the students’ honesty. Meanwhile, the Chairperson of the Sociology Department shared that although values are being integrated, still it is lacking and there is a need for education in the College to be more holistic. The Political Science Head also supported this when he mentioned that in their discipline, not all values are emphasized as their specialization itself “would not do much with values. However, if a student misbehaves, we make sure that they integrate values in the process of

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disciplining the student”. As for the head of the Peace Studies Department, he said that while values are integrated, there is really no way for such integration to be measured. While there are differences in their opinion as to whether or not values are fully integrated, the Department Heads agree that there are core values that need to be highlighted per specific discipline like the understanding of the self for Sociology, peace education for the Peace Studies Department and Professional Ethics for the Political Science Department. The identified core values for the Social Work Department on the other hand are respect for human dignity, genuine concern for others, social justice, upholding human rights, self-help and empowerment. Finally, for the Philosophy Department are honesty, fairness, justice self-discipline, and care for others and humanity.

Social sciences and the teaching of values are indeed inseparable as the science itself is value-oriented. The measure of values integration can be seen in the transition of students from first year up to the time they reach fourth year as seen in the improvement of their character and intellect. Along this line too, teachers must then be an epitome of values. The Department Heads support this by saying that in order to have effective values education, teachers must be role models of character and intelligence.

### **Proposals for the Achievement of Efficient and Effective Pedagogy in order to Enhance the Teaching-Learning Process**

The proposals for efficient and effective pedagogy are grouped into three (3) categories. These are on the improvement of the use of teaching strategy, on the integration of values and on the use of authentic assessments. Similarly, the proposals are addressed to the faculty of BUCSSP, the Instruction Coordinator, the Department Heads and the Administration represented by the Dean of the College as well as to the faculty themselves.

#### **a) On Teaching-strategy**

In terms of efficient and effective use of teaching strategies, it is being proposed for the faculty of the BUCSSP to maintain the use of varied student-centered strategies. Based on the data gathered, it shows that the faculty had already use student-centered strategies. Considering the demands for quality education it is then proposed to continue its use.

Meanwhile, it is proposed for the Instruction Coordinator of the College to consider in the preparation and checking of the syllabi, the student-centered strategies are preferred over the teacher-centered strategies. Similarly, the Instruction Coordinator has to coordinate with both the Department Chairpersons and the faculty that in the choice of student-centered strategies the expected competencies are to be considered.

And for the six departments to consider the possibility of organizing an in-service training or peer-teaching so as to have a sharing of student-centered strategies that may be most appropriate for a particular discipline of Social Sciences. The in-service training and/or peer-teaching may similarly answer the dynamism in the fields of Social Sciences which may effectively address the changing needs of the learners.

#### **b) On Values Integration**

In terms of integrating values, the following are then being proposed: The College of Social Sciences and Philosophy of Bicol University may look into the core values per discipline in order to ensure that it is integrated into the different subjects that are offered to the students. In doing so, they may also try to focus on what they particularly intend their students to develop as they go through their education in the college.

Similarly, the Different Departments of the College of Social Sciences and Philosophy may have an assessment of the learning of their students through their four (4) years stay in the Department in order to check whether there was relevance in the teaching-learning process on the part of the students. This will also ensure that transfer of knowledge and values have taken place.

On the other hand, it is proposed for the Instruction Coordinator of the College to ensure that the core values identified per department is integrated in the faculty member’s course syllabi and that this too is measured in their respective assessments to ensure deeper understanding on the part of the students.

Then, for the faculty members of the College may use more student-centered strategies to ensure internalization of the values in the students. This will also enable the students to reflect more

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on what they have learned and how it applies to them.

### c) On Authentic Assessment

In terms of the use of authentic assessments, the following are being proposed: For the Administration of the Bicol University College of Social Sciences and Philosophy to provide additional trainings, workshops and similar activities that may continuously expose the faculty on the use of authentic assessment.

Likewise, it is being proposed for the Dean, for the Department Heads and for the Instruction Coordinator to consider the educational profile of the faculty. And, based on the survey of educational profile, identify those faculty members who may need to be encouraged to enroll and/or finish the Certificate in College Teaching. And, eventually pass the Licensure Examination for Teachers.

And lastly, for the Instruction Coordinator and the Department Heads to require at least a minimal number of authentic assessment be indicated in the syllabi.

### Findings and Conclusion

These identified strategies for teaching respond to the different groups of learners with varying needs and learning styles. They as well answer to the challenge of developing the expected competencies among the learners specifically those who are immersed in the fields of Social Sciences.

The categorization of the identified authentic assessment tools is representative of the three common groupings which are Performance Based Assessment, Student Self-assessment and Portfolio Assessment. The clustering is representative of all the types.

On the other hand, the survey of values being integrated show that the values cited by the faculty were affirmed by the students. While the values cited are varying, it can be noted that most of the cited values integrated by the faculty which was also affirmed by the students are “others” centered thereby affirming that the social sciences discipline truly puts man and socialization at the center of its education process, thereby living to the very principle of being social sciences.

In terms of the proposal in order to achieve efficient and effective pedagogy, they are categorized in three (3) such as on the choice of teaching strategy, on the use of authentic assessment and on the integration of values. Similarly, the proposals are addressed to the faculty of the college, to the Instruction Coordinator, to the Department Heads and the Dean

### Recommendations

Based on the findings and conclusion, the following recommendations are hereby forwarded : (1). For the Administration of the Bicol University College of Social Sciences and Philosophy to look-into the feasibility of implementing the proposals in this study pertaining to the achievement of efficient and effective pedagogy. (2) To conduct follow-up studies perhaps by discipline in order to come-up with in-depth findings on the specific student-centered strategies most effective for each discipline of the Social Sciences. (3) To develop Instructional Materials responsive to the careful selection of student-centered strategies, integration of values as well as the use of authentic assessments for the use among the Social Science classes.

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**WAR FOR TALENT : THE SCENE TODAY****Dr. Chandrakanta Sahoo****Faculty, Center for HRM Excellence, MITS, Madanapalle, Andhra Pradesh****Email : chandrakanta2008@gmail.com****ABSTRACT**

War for Talent is being experienced across the sectors as a major challenge by the HR Managers. The issues have caught the attentions among academia, industry, professional bodies and government and HR practitioners are struggling to redefine their evolving roles so that the organizational talent stays engaged and motivated in the organization. The problems of attraction and retention of the talent becomes a predominant issue across the industries and sectors. Many a time, HR Professionals are in a fix to introspect the reasons that impact employee commitment, productivity and citizenship behavior. Frequent employee attrition and High employee attrition are results of lack of attention in talent development programmes, as only 73 percent of CEOs spend a fourth of time in talent development programme (Monster.com study). The scene today needs to provide a customized approach that focuses towards aligning individual needs with the organization's goals. In the knowledge economy, the interests of the knowledge workers cannot be ignored. Keeping these facts in view, the article attempts to address the factors responsible for talent crises and talent gaps between talent engagement and talent development.

**Key Words :** Talent engagement, Talent Gap, Talent Development, Talent Crises.

In 1997, Ed Michaels, Helen Handfield-Jones and Beth Axelrod of McKinsey & Co. published a book titled *The War for Talent* on a battle for talent during the dotcom era. Unlike the talent war of the 1990s and 2000s, which was driven by the paucity of talent supply, today's war is all about a lack of supply of the right talent to generate a sustainable growth and compete in the VUCA business world which is characterized by volatility, uncertainty, complexity and ambiguity. At the center stage of the growth issue is the question of leadership- the leadership team that collectively demonstrates insight, farsightedness, audacity and innovation to deliver double-digit growth in single-digit markets. Such leaders, more often with a deep sense of commitment and entrepreneurial spirit are instrumental in striking the business success, but very often found to be difficult to attract, engage and retain. The winning companies in the fast changing market will be those that procure and develop outperforming leaders in an underperforming economy. After years of global economic turmoil, the growth is observed to be dismal among the companies. Change is fast, but companies' progress is slow. Time now to rethink and redefine the business strategies so that top talented people remained engaged and outperform in the underperforming economy. This paper addresses a few such issues.

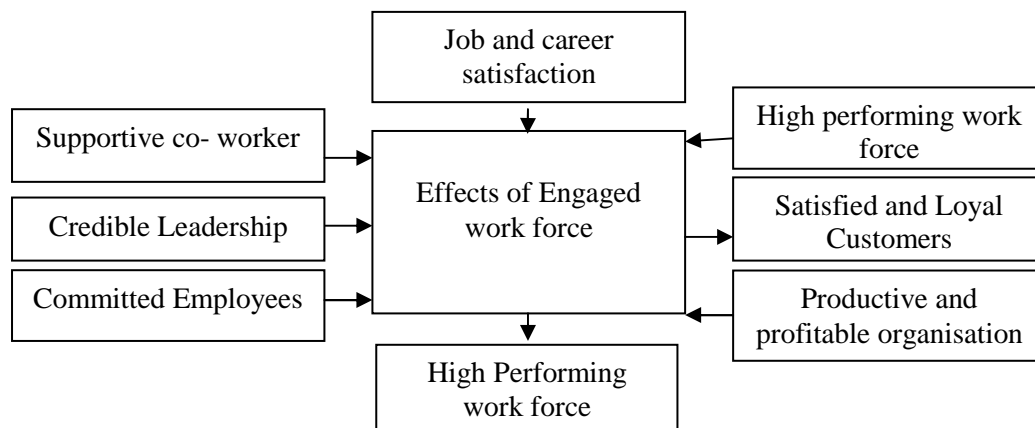
**Talent Crises and Employee Engagement : The Context**

The term 'Talent' is defined by dictionary as "any natural or special gift, special attitude, eminent ability sort of genius, persons of special ability, disposition".<sup>1</sup> Talent can be an inborn trait or can be groomed through training. Talent is linked with sense of reasoning, intelligence, initiative and interpersonal ability, networking with people, creativity and innovation, ability to lead people, team spirit and emotional intelligence. When Human Resource of the organization is adequately replenished with the requisite talent, it becomes the competitive advantage for the organization.

Paucity of requisite quality, ability, skills and knowledge in the available human resources results in talent crisis which ultimately impede organizational performance. On the other words, talent crises lead to talent shortages for specific job requirements resulting in 'talent gap.' The gap is widened when any new skills, technology, new approach is necessitated and the company is not in a position to adapt and upgrade. Talent crisis leads to poor employee engagement. These concepts need to be pondered in the context of business, industry, academics and administration of both Public and private sector enterprises.

Employee engagement is a matter of concern and often remained as much discussed topic in the board rooms as proper employee engagement leads to better employee retention as per the Gallup

Research. Indeed, Employee Engagement keeps employees constructively busy to achieve the targeted responsibility. In fact the engagement is necessitated for higher levels of firm performance, studies estimate that only 14 percent to 30 percent of employees are engaged at work.<sup>2</sup> the study reveals that effective employee engagement depends on the degree of engagement that employees have in both core and non-core jobs. Employees' abilities should be identified and recorded by assigning different responsibility. The employees may have diverse skills and his core competency may not be limited to the job he/she is holding. The authority is required to assess the competency of the employees in different areas before work assignment and the priority should be given for the completion of immediate work requirement in core areas and other works are required to assign as non-core activity to the employee which can be assigned beyond the designated job responsibilities. The organization must develop capacity building mechanism to create more skilled employees, higher service levels, career movement within the organization, team spirit, learning ambiance and results as competitive advantage in company's performance. These above three areas like Talent, Talent crises and Employee Engagement should be clearly spelt out by the business developers, human resource practitioners and other stake holders in different sectors. These three concepts are interrelated and complement each other. The talent of employees is required to be identified first for the requisite job areas and if mismatch occurs between talent possession and expected job standard, then the possible talent crises occurs. To solve the talent crises problems, the organization must create platform for nurturing talent as well as keeping the employee engaged for overall achievement. The engaged employees are more productive and work towards achievement of organizational goal<sup>3</sup>. In other words employees are engaged by the organizations through different platform and engaged workforce reflects result in the following areas.



**Figure 1. Effect of Engaged Workforce**

Source : [http : //www.talentkeepers.com/employee-engagement](http://www.talentkeepers.com/employee-engagement)

#### **Talent Gaps between Talent Engagement and Talent Development :**

Man Power Group, USA conducted a talent survey in 2012 and 2013 which revealed the world labour market position. The study found that there are demand for skilled trade workers, engineers, sales representatives and technicians in 2013. The study statistics ranked Accounting and finance professionals in fifth position, the management and executive staff in sixth place, the secretarial positions, personal assistants and office support categories came to ninth position as per the demand by the employers. Indeed, these statistics drives the business stakeholders in a platform to identify the reasons of talent gap. This is, indeed, paradoxical to notice that despite the high demand for employment across different sectors, the unemployment situation across the economies is still growing because of lack of talent possession by the members of the labour market as a result of which emerging talent gaps are widening day by day. This put a question mark on the grooming tactics being followed in different academics and training institutions.

Good answers are not always the result of brilliance and intuition, but the result of asking the right kind of question defining

- “What is our business?”
- “What it should be?”

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The answer to these questions provides the basis for developing strategic priorities of business. May the business be an academic institution or corporate house; strategic priorities provide the direction how the organization must function. The skill trainings must be designed as per the market requirement and degrees must be awarded on the basis of skill acquiring and mastering on the skill. To meet the challenge, companies must rethink how they hire, train and reward their employees, placing those tasks at the heart of their business plans. In doing so they will give themselves an opportunity to address all these separate problems with a unified plan.<sup>4</sup> Further, these aspects are well spelled by Brian Davis, executive Vice- President of Personnel decisions International (PDI) viewed that “ Talent is not just a valuable asset : it is rapidly becoming the key factor in sustaining an organizations’ competitive advantage. In fact the key statistics projected by different organizations are the key indicators to address the talent gaps of world corporate scenario at large. By 2025, the number of people aged 15-64 is projected to fall by 7% in Germany, 9% in Italy and 14% in Japan<sup>5</sup>. The companies, stakeholders, academicians, government should work towards achieving the average talent requirement for different jobs. Identifying the potential employees will not solve the problem. The stakeholders at different level should identify the potential candidates having basic skills of speaking any one language, writing skills and basic educational level for job requirement. They can be groomed for enriching the talent. Most companies want to identify those who have the potential and quality to take up the job responsibility early on their career. Companies invest more on these employees to develop their talents.<sup>6</sup> The investment for talent development programmes should include not only the potential employees but also average potential holder to carry them with organization.

### **Talent Management Practices in Facebook : A Case Study**

In most cases, it takes literally several decades to develop an exceptional company that has a unique set of talent management practices that produce phenomenal business results. But occasionally there are exceptions. Apple became exceptional again in little more than a decade after the return of Steve Jobs. Google developed exceptional people management practices and business results in much less than a decade. But Facebook has gone from a college dorm room idea to undisputed social media dominance in literally less than a handful of years.

#### ***WOW features that provide employees’ amazing choices***

- **Extended six-week boot camp onboarding with a choice** – Most of the corporate houses on boarding program is a relatively simple and often boring one day “form filling out” exercise. But Facebook onboarding program is unique in the sense that it provides enriching experience to its newly joined employees. Extended over industry-leading six weeks duration, the program creates a learning platform where the participants actually work on teams in planning and execution of multiple real time projects and become effective team players. The program creates an atmosphere of trust and team spirit. The boot campers have full access to the complete computer code behind Facebook. Each employee is assigned a mentor. But the most powerful part of the on boarding is that at the end of the process, each employee is asked, “Which team and project within Facebook would you like to join?”
- **Hack a month self-directed internal movement** – Facebook employees are gifted with autonomy where they can select their project team, work and enjoy. At most organizations, getting approval to move to a new job is rather a complicated often political process where the employee has little control or no role to play. However Facebook’s Hack a month process is the reverse since it is a self-directed internal movement process. It allows employees who have worked on a project for a year to select their own next project team and after working with them for a month, if they like it, they can stay.

#### ***It doesn’t just have free food, it offers amazing food***

- **Free ice cream and cookies is a life-changing experience** – Google is justifiably famous for publicizing free gourmet food, but Facebook wins the award hands down for the most amazing food. Facebook where a relatively young and healthy employee population claims major percentage of workforce who doesn’t have the tensions about its weight, what could be more

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compelling than a free ice cream store and bakery? A dozen varieties of ice cream, low-fat yogurt, milkshakes, sundaes, as well as cakes, pies, and the absolutely essential cookies, all unlimited and for free.

- **Free barbecue** — Facebook's open-pit barbecue is particularly compelling because it is centrally located, and as a result, the smoke from the barbecue waffles throughout the campus making employees think of barbecue. Of course the barbecue is free but the best feature is that the BBQ shack is in the middle of an open courtyard, where employees can collaborate while in line and then sit in the California sun and eat on picnic tables and chairs.
- **A global array of food keeps employees on campus** – because its 3,000+ employee population includes a large number of younger people from all over the world, it makes sense that it offers food day and night that fits every “global fast food group”. But it also offers hamburgers, pizza, and tacos as well as an espresso bar and unlimited snacks throughout the day.
- **Happy Hour every Friday** – One of the features that seem to startle most corporate people outside of the Silicon Valley is the availability of alcohol at Silicon Valley firms. At Facebook it is available on Friday happy hours and during employee-generated special events. A reason for allowing it at firms is that management simply can't be credible when it says that it “trusts its employees” if it doesn't trust its employees to be reasonable in the use of alcohol.

*Its management approach focuses on speed and risk-taking*

- **Speed is essential, so “move fast and break things”.** – Facebook isn't unique in that speed is critical to being first to market. At Facebook, management proactively encourages employees to move incredibly fast, even though it will obviously result in some failures. Many firms have slogans, but Facebook goes to the extreme of painting corporate culture slogans larger-than-life on walls throughout the facility, and one of Facebook's most prominent slogans is “Move fast and break things”. The concept follows the CEO's idea that “If you never break anything, you're probably not moving fast enough”.
- **“Be Bold” and take risks** – Most corporate cultures are risk adverse, and in many cases, to the point where everyone is afraid to fail even once. Facebook is the complete opposite; its culture encourages bold decision-making and risk-taking.
- **The strong culture enabled a 180-degree shift in direction** – The real strength of any company culture is its ability to change and shift the focus of its employees when the market requires it. The Facebook product has always been a website-housed product that was accessed through a PC. However, credit goes to the CEO and the company culture for quickly realizing that the smart phone would eventually become the dominant platform. And in a period of less than two years, the company made a successful shift so that its product is now primarily accessed through the mobile platform and the smart phone. To make the 180-degree shift even more impressive, the advertising revenue from the mobile platform is now becoming a larger part of Facebook's profit.

*Economic rewards and employee benefits*

- **Facebook offers unlimited sick days** – Most firms would never even consider offering unlimited sick days, but if your work is truly exciting, your teammates count on you, and you are rewarded for performance, there are few who want to miss much work for frivolous reasons. There are also few better ways to demonstrate your trust in your employees than to offer them unlimited sick days. Facebook also offers 21 days of paid time off each year (essentially a month off) for even new employees.
- **Amazing benefits for new parents** – Facebook, like most tech firms, struggles to hire and keep women engineers. So it offers close-in reserved parking spaces for those who are pregnant. It also offers “four months paid parental leave for both spouses, reimbursement for some daycare and adoption fees, and \$4,000 “baby cash” for a new arrival.
- **Rewards are based on performance** – the goal is for employee rewards to be differentiated based on performance results and from data from its comprehensive coworker feedback process. One internal source estimates that the reward differential between a bottom and top performer at the same level can be up to 300 percent. Nothing sends a clearer message to employees that performance matters (over status and tenure) than a large percentage differential between top and

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average performer rewards.

- **An opportunity for wealth** — although the firm appears to offer competitive salaries, the prime economic incentive are Restricted Stock Units, which keep employees focused on producing business results. And that business results focus also encourages cooperation and sharing with among employees. Everyone seems to agree that employees get generous RSUs as part of their regular pay package and as bonuses.
- **It encouraged workers to drop by at any time** – one of the most compelling work-increasing “benefits” that I have ever come across occurred at Facebook in its early years (2008 – 2009). Facebook paid its employees \$600 each month extra for living within a mile of Facebook headquarters. The goal was to subtly encourage employees to live close by so that it was easy for them to casually drop in for free food but also for extra work and collaboration. The unintended impact on dramatically raising rents around its Palo Alto headquarters was one reason for eliminating this practice in 2009.

Encapitulated from : Sullivan J A Case Study of Facebook’s Simply Amazing Talent Management Practices, Part 1 of 2. <http://www.ere.net/2013/09/09/a-case-study-of-facebooks-simply-amazing-talent-management-practices-part-1-of-2/> accessed on 13.07.2014

## Conclusion

There is no denying of the fact that the development of the nation depends on the quality of its workforce. In India, many small firms get defeated in the face sustainable challenges and continue to be small and unproductive. On the other hand large, profitable firms opt and rely on temporary contact labour and groom them through training and subsequently retain them for long term.<sup>7</sup> The organized industry only generates very few jobs compared to unorganized industry. Studies reveal that the unorganized industry which is dominated by small firms has high potential to generate employment. Construction and Infrastructure industries witnessed increased employment by 70% between 2004 and 2009. But this is not enough. Recession across the global economy is still impacting and many of the industries are not performing at expected rate. This affects the employment generation. The workforce requires upgrade job related skill which helps the individual employees, companies, industries and society to grow. Thanks to the initiation taken by National Skill Development Mission to impart employment oriented vocational training to 8 crore people over the next five years with state governments. Further, the initiation needs to be undertaken care by educational institutions which are following outdated curriculum. In fact, the professional educational institutions are the breeding ground for the nurturing the talent and giving talent a complete shape. Looking at the facts, market conditions and issues related to talent gaps the corporate houses, academicians, policy makers should initiate the following steps to bridge the gaps.

- Pedagogical gaps needs to be identified for different educational degrees and professional degrees.
- Identification of home talents and utilization for fulfilling greater objectives by the organizations and nation at large.
- Channelizing the talent for core activities in talent development programmes.
- Talent planning for specific job areas must be addressed.
- Developing career trellis by creating talent pool and selecting the talents from the same pool.
- Creation and Integration of Talent for multi purpose works.

All stakeholders should work for the implementation Talent Management at every level of job structure through which they can give a shape to the future.

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## UTILIZATION OF E-RESOURCES USING N-LIST SERVICE : A BOON FOR EDUCATIONAL INSTITUTIONS

**Dr. Debasish Pradhan**

**Librarian, St. Joseph's College, Darjeeling, West Bengal**

**Email : debasish.pradhan@rocketmail.com**

**Anjali Maisal**

**Librarian, Bethune College, Kolkata, West Bengal, Email : amaisal@rediffmail.com**

### ABSTRACT

N-LIST (National Library and Information Services Infrastructure for Scholarly Content) is an initiative of INFLIBNET (Information and Library Network) Centre and jointly executed by UGC-INFONET Digital Library Consortium of INFLIBNET Centre and INDEST-AICTE Consortium of IIT Delhi providing cross-subscription to e-resources subscribed by the two Consortia to give access to selected e-resources to universities, colleges and similar academic institutions. As the ultimate mission, the N-LIST service provides access to e-resources to students, researchers and faculty members from colleges, universities and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. User names and passwords are created for authorized users, as per the list submitted by the institutions. The resources in N-LIST service include more than 6,000 e-journals and 97,000 e-books. The N-LIST service is a great boon to Indian higher education system and research activities, in satisfying their information requirements.

**Key Words :** IndCat; INDEST-AICTE Consortium; INFLIBNET; N-LIST; UGC-Infonet; University Grants Commission.

### Introduction

E-resources are the digital form of information created with a singular focus to fortify library and information system so as to provide potential information to the promising users. Today library and information systems are the areas where significant use of them would made of computers, information products and solutions offered by ICT (Information Communication Technology). The ICT is new saviour in academic endeavours of mankind and opening new vistas for liberation of human spirit in this regard. It has produced a remarkable information environment. To this particular direction, it has eventually given birth different library and information networks in India, and among them INFLIBNET (Information and Library Network) as an autonomous Inter-University Centre of the University Grants Commission (UGC) of India has emerged as a front runner, facilitating automation and networking of academic libraries for the purpose of resource sharing. It is interconnecting various libraries and information centres in the country to improve capability in information handling and use. Among many others, three major services of INFLIBNET are IndCat, N-LIST (National Library and Information Services Infrastructure for Scholarly Content) and UGC-INFONET Digital Library Consortium. The term N-LIST implies 'National Library and Information Services Infrastructure for Scholarly Content'. The N-LIST service is a great boon to Indian higher education system and research activities, in satisfying their information requirements.

### N-LIST

With the initiatives of INFLIBNET Centre, Ahmedabad, N-LIST is jointly executed by UGC-INFONET Digital Library Consortium of INFLIBNET Centre and INDEST-AICTE Consortium of IIT Delhi, providing cross-subscription to e-resources subscribed by the two consortia, so as to give access to selected e-resources to universities, colleges and similar academic institutions. As the ultimate mission, the N-LIST provides access to e-resources to students, researchers and faculty members from colleges, universities and other beneficiary institutions through its server(s) installed at INFLIBNET Centre. User names and passwords are created for authorized users, as per the list submitted by the institutions. The resources in N-LIST service include more than 6,000 e-journals and 97,000 e-books.



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## Current Status

As on 4th September 2014, a total number of 3975 colleges have registered themselves with the N-LIST programme including 3608 Govt./Govt.-aided colleges covered under the section 12 B/2F of UGC Act as well as Non-Aided colleges. Remaining colleges are being advised by INFLIBNET to join the N-LIST initiative.

Log-in ID and passwords for accessing e-resources are sent to the authorized users. All e-resources subscribed for colleges under the N-LIST project are now accessible through the N-List website (<http://nlist.inflibnet.ac.in>).

## N-LIST Components

The N-LIST project has four distinct components as the followings :

1. To subscribe and provide access to selected UGC-INFONET e-resources to technical institutions (IITs, IISc, IISERs and NITs) and to monitor their usage;
2. To subscribe and provide access to selected INDEST e-resources to selected universities and to monitor their usage;
3. To subscribe and provide access to selected e-resources to Government and Govt.-aided colleges and to monitor their usage; and
4. To act as a Monitoring Agency for colleges and to evaluate, promote, impart training and monitor all activities involved in the process of providing effective and efficient access to e-resources to colleges.

## Membership

- **Universities** : Universities covered under the UGC-INFONET Digital Library Consortium can now access to 'Web of Science' subscribed by the INDEST-AICTE Consortium for the technical institutions.
- **Technical Institutions** : IITs, IISc, IISERs and selected NITs, i.e. core members of the INDEST-AICTE Consortium can now access to e-resources subscribed by the UGC-INFONET Digital Library Consortium.
- **Colleges** : Colleges that are covered under section 12B/2F of UGC Act and Non Aided Colleges (except Agriculture, Engineering, Management, Medical, Pharmacy, dentistry and Nursing) can now access to e-resources subscribed by the UGC-INFONET Digital Library Consortium as well as few selected e-resources that were found most appropriate for colleges, including e-journals and e-books. These resources include more than 6,000 e-journals and 97,000 e-books.

## Associate Membership

Private colleges that are covered under section 2F of UGC Act are eligible to join the N-LIST project as its Associate Members. The N-LIST Associates would sign an agreement with the INFLIBNET Centre for fair usage of e-resources.

## E-Resources under N-LIST

The Consortium subscribes to the following resources for its UGC funded Colleges / institutions. All electronic resources subscribed are directly available from the publisher's website. Following is the list of E-Resources.

<b>E-Journals (Full text)</b>	
American Institute of Physics (18 titles)	<a href="http://journals.aip.org/">http://journals.aip.org/</a>
American Physical Society (10 titles)	<a href="http://publish.aps.org/browse.html">http://publish.aps.org/browse.html</a>
Annual Reviews (33 titles)	<a href="http://arjournals.annualreviews.org/">http://arjournals.annualreviews.org/</a>
Cambridge University Press (224 titles)	<a href="http://journals.cambridge.org/">http://journals.cambridge.org/</a>
Economic and Political Weekly (EPW)	<a href="http://www.epw.in/">http://www.epw.in/</a>
Indian Journals (150 titles)	<a href="http://www.indianjournals.com/">http://www.indianjournals.com/</a>
Institute of Physics (46 titles)	<a href="http://www.iop.org/EJ/">http://www.iop.org/EJ/</a>
Oxford University Press (206 titles)	<a href="http://www.oxfordjournals.org">http://www.oxfordjournals.org</a>
Royal Society of Chemistry (29 titles)	<a href="http://www.rsc.org/Publishing/Journals/">http://www.rsc.org/Publishing/Journals/</a>
H. W. Wilson (1420 titles)	<a href="http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml">http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml</a>

<b>E-Books</b>	
E-brary (45000+ titles)	<a href="http://site.ebrary.com/lib/inflibnet">http://site.ebrary.com/lib/inflibnet</a>
Oxford Scholarship (902 titles)	<a href="http://www.oxfordscholarship.com/">http://www.oxfordscholarship.com/</a>
Net Library (936 titles)	<a href="http://www.netlibrary.com/">http://www.netlibrary.com/</a>
Myilibrary-McGraw Hill (1308 titles)	<a href="http://lib.myilibrary.com/browse/open.asp">http://lib.myilibrary.com/browse/open.asp</a>

<b>Bibliographic Database</b>	
MathSciNet	<a href="http://www.ams.org/mathscinet/">http://www.ams.org/mathscinet/</a>

<b>E-Resources for Universities</b>	
Web of Science	<a href="http://isisknowledge.com">http://isisknowledge.com</a>

<b>E-Resources for Technical Institutions</b>	
Annual Reviews	<a href="http://arjournals.annualreviews.org/">http://arjournals.annualreviews.org/</a>
Project Muse	<a href="http://muse.jhu.edu/">http://muse.jhu.edu/</a>
Nature	<a href="http://www.nature.com/">http://www.nature.com/</a>

### **N-LIST Online Registration**

Institutes, desirous of accessing e-resources, are required to register themselves with the N-LIST website (<http://nlist.inflibnet.ac.in/>) and to click the link 'Register' on the navigation bar. They have to fill-up the Registration Form online in order to submit it online. The Registration Form may also be downloaded and printed and thereafter filled up so as to be submitted by surface mail. User names and password will be created for authorized users, i.e. faculty members, staff, researchers and students, as per the list submitted by authority in prescribed format.

### **N-LIST Operation**

The N-LIST consortium is operated through its headquarter set-up at the INFLIBNET CENTRE. The UGC InfoNet Digital Library Consortium and INDEST-AICTE consortium, in their joint meeting, take decisions on policy issues under overall policy direction of National Mission on Education through ICT. For the purpose of successful N-LIST operation, major functions and responsibilities of the INFLIBNET centre are given as the following :

- To establish proxy servers and associated authentication mechanism for colleges to enable them to access e-resources directly from publisher's site;
- To provide full-text access to electronic resources subscribed for educational institutions through proxy servers after establishing authenticity of users;
- To identify gaps in resources and infrastructure and attempt to fill in those gaps so as to deliver effective and efficient services;
- To generate alerting services from subscribed e-resources deploying technological tools for content delivery such as RSS feed, blogs etc.;
- To set up computer laboratories consisting of 10-20 Internet -enabled PCs to facilitate walk-in users to access subscribed e-resources;
- To impart awareness and training programmes for colleges and institutions; and
- To collect and evaluate usage statistics of e-resources and find trends of usage in different subject disciplines.

### **Conclusion**

Now education and research activities are life blood of any prospering country like India and from this point of view, academic missions are aspiring the essence of Information Communication Technology to cater information for education and research in a better way. Now it has been a well established fact that ICT provides an unforeseen information use opportunities that enable multifaceted application, and in which a computerized information network is the highest achievement, and eventually INFLIBNET has emerged and offers N-LIST service as one of the most important services. Now more and more colleges, universities and technical institutions are joining to N-LIST programme. N-LIST is great advantage to academic community. It may be hoped that many

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more e-resources will be added in its list in near future contributing to the progress of research and academic activities.

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## WOMEN AND POLITICS IN SOUTH ASIA : A HISTORICAL PERSPECTIVE

**Dr. Maroju Ramachary**  
Lecturer, Govt. Degree College, Siddipet

**Dr. M. Ramana**  
Assistant Professor, Department of Political Science, Osmania University, Hyderabad, Telangana

*What is needed is nothing less than a revolution for gender equality. Development must be engendered. Societies cannot succeed while suppressing the talents of half their members.*

– Mahbub ul Haq <sup>1</sup>

### Women in South Asia

In many South Asian communities, a strong son preference is the clearest articulation of patriarchal structures. Bangladesh is the only South Asian country that can boast a proportion of female parliamentarians at par with the world average. The overall consensus within the women's movement in Bangladesh is for direct election of women, by women only. Since women ministers are generally assigned less influential portfolios, they have little influence in the decision-making. Decentralization is a prerequisite for effective mainstreaming of women's concerns in development. Political parties nominate a minimal number of women as their candidates for elections and very few participate in their decision making bodies. The biggest reservation that parties have regarding the nomination of women is the gender bias in society. The majority of women who pass bar examinations will end up not taking up the legal practice. Gender imbalances persist throughout the civil service. Most educated women opt for careers in teaching or medicine since these are the most acceptable careers for women to follow.

Achieving gender equality in patriarchal societies entails a radical change in the longstanding premises. The principle of affirmative action has to be enshrined in law and strictly enforced. Achieving meaningful and sustainable gender equality requires the creation of a new relationship between governments, civil society and international agencies. Sustained progress in women's development cannot be made without a high-level UN agency dedicated to women's advancement.<sup>8</sup> Courage is what is needed to bring about an equal and equitable society.

Not only government but also the immense grassroots base of NGOs, will also because of their active partnership and coalition on activities related to gender equality and political participation at various levels and in formulating advocacy strategies and lobbying for the same, was accessed to develop a substantive equality framework for this article. There are estimated 500,000 non-governmental organizations (NGOs) in India alone, and many of these are involved in women's issues. The entry point of most NGOs in Bangladesh was through rehabilitation and reconstruction work. Many NGOs, through their experience of close and continued work with women at the rural level realized that women's development needs to address both poverty and patriarchy. Civil society initiatives have helped to organize women and to create awareness on a range of issues. In modern South Asia, women's property rights and economic security tend to be undermined through or despite systems of dowry and dower.

### Women and Politics in South Asia

No nation can develop half-free and half-chained. Empowerment of women through their full participation in education, employment and political and social life is vital for this purpose. By virtue of being both 'South Asian' and 'women', there are several factors that transcend class, religion, culture and locality, and affect the lives of all South Asian women.

### 'South Asian Women' – A Useful Category ?

No society has ever liberated itself economically, politically, or socially without a sound base of educated women. In this article an attempt has been made to have an overview of women's political participation in South Asia with special reference to India.

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## **Women's Movements in South Asia**

South Asian women's mass involvement in social change began with Independence movements, when millions of women joined men in public actions that challenged colonial rule. It can be argued that Independence could not have been won without women's participation.

Some women joined armed struggles, although the majority participated in Satyagraha, marches and other forms of passive resistance. Many women went to prison, thereby challenging gender stereotypes and demonstrating their ability to resist intimidation. When Independence was won, however, women were expected to relinquish their involvement in public activities. A number of high-profile women resisted this assumption and held public office, but the majority complied. With the release of the UNDP Human Development Report 1995 the gender debate experienced a paradigm shift : it is equality that is important and not only equity.

In 1998, when we were discussing themes for the forthcoming South Asia Human Development Reports, Mahbub ul Haq decided that the theme for the year 2000 Report should be 'The Gender Question' in order to assess the progress made in the region five years after the Beijing Conference. He not only prepared the outline for the Report that far in advance, he also talked at length about how he was going to shock the world by telling the truth about the inhuman condition of South Asian women. In 1997, he had already termed South Asia 'the least gender-sensitive region in the world.' So we had the outline and we had Mahbub ul Haq's innumerable articles and ideas to draw inspiration from. The earlier Reports on Human Development in South Asia 1997, 1998 and 1999 documented the magnitude of human deprivation in the region.

This year's Report focuses on the disproportionate share of this burden of deprivation that is borne by the women of South Asia. The Report analyses gender-discriminatory practices in the legal, economic, political and social spheres and it raises the following questions : How have patriarchal systems affected women's lives? Why are women invisible in economic and political spheres? How can women's capabilities be enhanced? How can women's economic and political opportunities be enlarged? And what institutional mechanisms are needed to bridge the prevalent gender gaps in South Asia?

Discrimination against South Asian women begins at, or even before, birth. A gendered division of labour reinforces unequal and discriminatory practices. The overall picture, is one of overlapping and complementary forms of exclusion. Discrimination in all of the above areas has resulted in invisibility of women in governance structures and in decision-making bodies. Gender exclusion is no less prevalent in political governance, in a region which has boasted women heads of government in India, Pakistan, Bangladesh and Sri Lanka and yet in which women hold only 7 per cent of parliamentary seats and 9 per cent of the seats in government cabinets. Only 6 per cent of the region's judges are women, and only 9 per cent of civil services posts are held by women, with less than 1 per cent of all female civil servants in decision-making positions in all countries of the region but Sri Lanka. Of South Asian countries, only Bangladesh can boast a proportion of female parliamentarians that is on par with the world average. Even when women lead political parties, they face tokenism and exclusion from certain therefore worth noting, that both Bangladesh and India are now democratically ruled, and Pakistan, having recently reverted to military rule after 11 years of elected governments, hopes to be heading back towards democracy in the near future. India and Sri Lanka have never had any form of government that was not democratically elected.

Conversely, Pakistan has been ruled by the military for 26 of its 52 years as an independent country, while Bangladesh has been under military rule for 17 of its 28 years of independence. Nevertheless, these countries too have spent the majority of the last decade under some form of democratically elected government. The existence of elected governments alone is not the sole criterion for judging the extent of political progress. Indeed, all South Asian countries have been witness to a growth of institutions of governance that promise to articulate the demands of people from the grassroots. These include, for example, the panchayats in India, and the elected provincial councils in Sri Lanka. These institutions are representative bodies at the local level that allow people to take an active role in addressing their own concerns. However, the main threat to the efficient working inequalities that persist in South Asian societies, manifested through powerful elite groups which often use these institutions to

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serve their personal interests. But the great importance of these fledgling local level institutions of governance should not be understated – they are the critical link between the power structure and the citizen. Another vital element in the maturing of the political process in the region has been civil society organizations (CSOs). These are responsible for numerous, innovative initiatives to improve local level governance. Among the oft-quoted examples include the Aga Khan Rural Support Program (AKRSP) in Pakistan, Bangladesh Rural Advancement Committee (BRAC) in Bangladesh, the Self-Employed Women's Association (SEWA) in India, and the Sarvodaya, Sharamadana Movement (SSM) in Sri Lanka. The success of these public interest groups has been due to their ability to organize people at the local level and thereby fill the institutional vacuum that has become apparent over the years. In many ways, for there to be a representative political system, traditional decision-making institutions at the local level need to be revitalized in the shape of more democratic and egalitarian structures. This has been done in India in the shape of the panchayat system. CSO initiatives have been instrumental in helping this transformation come about. The result has been the formation of many supra-village level groups often called community-based organizations (CBOs) that are able to effectively act as independent bodies advocating for the needs and rights of common people.

The compact between the state, civil society and the private sector which underpins effective governance is weak in the region. However, there are signs that many important coalitions are being, and will continue to be, formed. In addition, established civil society initiatives are being strengthened significantly. The fact that there is institutional progress at all levels indicates that an ethic is developing – however slowly – to ensure that the democratic process permeates society, not only in the form of federal level elections, but at the local and provincial levels too. In this regard, other important steps made towards progressive political set-ups in the region include the fact that there have been increasing opportunities for women and underrepresented minorities, once again not necessarily through seats of government per se, but through CSOs and the private sector. Reliable, accurate and comprehensive information about women's economic activity and labour force participation is almost non-existent. The larger number of people who are educated in the region promise that the emphasis on education will continue to grow over time.

Indicators of political progress are considerably different across different parts of each country. For example, the panchayat system has been operational and successful in Karnataka and West Bengal, while relatively weak in other states of India. Similarly, CSOs have been much more successful in mobilizing people and creating local level institutions in the North West Frontier Province and North and Central Punjab than in Southern Punjab and interior Sindh in Pakistan. This is because the social, cultural and economic barriers to such initiatives are much more powerful in the latter areas – these areas are commonly associated with the persistence of the traditional feudal system characterized by a few large landholding estates and masses of smallholding farmers and landless peasants. In any case, the prospects for continuing progress are good, so long as the successful efforts are acknowledged and continue to be used as benchmarks for other initiatives.

The spread of these types of institutions promise real development through a healthy and free political system. Progress in social sectors Political and economic progress in the post-War era has been complemented at times by healthy progress in social indicators. Indeed, there have been startling improvements in certain areas : between 1960 and 1997, life expectancy has increased from a minimum of 11 years in Sri Lanka to a maximum of 24 years in Bhutan, with the average increasing from 44 years to 63 years. Similarly, adult literacy rates have increased dramatically by as much as 25 per cent in Nepal between 1970 and 1997.

The region's average literacy rate has increased from 32 per cent to 51 per cent. These improvements reflect great enhancements in the quality of life for the majority of South Asians. Indeed, the magnitude of these changes is only slightly less impressive than how quickly they have come about. No single era of South Asian history has been witness to such rapid advances in health, education, nutrition and human development in general. As always, when discussing human development in the region, Sri Lanka and the Maldives stand out due to their impressive initiatives in the social sectors.

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Particularly impressive is the extent to which education has been prioritized in these two countries. With over 90 per cent of adults literate, these countries have achieved one of the primary prerequisites to long-term and pervasive economic and human development, as is evidenced by the initial experience of East Asia and other newly-industrializing economies (NIEs) such as Malaysia. The other countries in the region, while still far from having adequate education facilities and attainment levels, have managed to make substantial headway into the problem of reducing illiteracy. In Pakistan, adult female literacy has increased by almost five times in the period 1970-95 (Haq and Haq 1998). The larger number of people who are educated in the region promise that the emphasis on education will continue to grow over time. Table 1.3 summarizes some of the impressive strides that South Asia has made. Each South Asian country must formulate and implement its own agenda for the equality of women with men. This is a *sine qua non* for both development and peace in the region.

The study provides the framework of an agenda for women's complete equality with men in critical areas such as building capabilities through education and health and providing economic and political opportunities. The agenda identifies achieving gender equality in at least four areas as imperative from the point of view of sustainable economic growth, human development and gender equity. These are : equality under the law, equality in access to capability building, equality in economic opportunity, and equality in governance.

To achieve legal equality, action is required in at least seven areas : enforcement of women's constitutional rights; review and repeal of discriminatory laws; application of the principle of affirmative action; treatment of rape as a crime against humanity, and so-called 'honor killing' as murder; equitable application of family laws; and gender sensitive legal education across the board.

To achieve equality in access to education and health services, governments must implement the National Plans of Action prepared after the Jomtien and Cairo Conferences. Some of the targets and timetables have been reset at the UN Special Session on Beijing plus Five. However, there is an overwhelming urgency to eliminate gender disparities in education and health if governments are to honor any of the global commitments made in the 1990s.

For economic equality, a combination of enlightened legislation, affirmative action, macro and micro-economic policies, research and gender disaggregated data collection is needed. In South Asia, women's role in the economy is probably the most neglected area of research. Actions in five areas have been identified as vital for empowering women. Gender-specific inequalities in pay and job security are widespread. Poor, less educated, and credit constrained women, especially those who work in the urban and rural informal sectors, may not see many of the benefits of globalization at all.

Globalization has put poor and uneducated women in a more acute situation of need than ever before. Gains have been limited and even where they have been more extensive, such as in industries in India, Sri Lanka and Bangladesh, there is much that remains to be done. As far as the Bangladesh experience goes there is definitely something that other South Asian countries can learn, at least in terms of how to begin the process of pro-poor growth in the global era. However, to a large degree, South Asian women have borne the brunt of the negative effects of globalization; adjustment policies in particular lead to an intensification of women's domestic and market work, interruption of girls' education, and an increase in the amount of time women spend to obtain basic services or self provide them (Beneria, 1995). Poor, less educated, and credit constrained women, especially those who work in the urban and rural informal sectors, may not see many of the benefits of globalization at all.

### **Women in South Asia : Beyond Beijing**

In 1995, Beijing, China played host to one of the largest global conferences ever. The United Nations' Fourth World Conference on Women (FWCW), generally referred to as the Beijing Conference, brought together approximately 17,000 government delegates, representatives of non-governmental organizations (NGOs), international civil servants, and media agreement (the Beijing Platform for Action, BPfA) signified a turning point in the global struggle for women's rights. In the face of this heterogeneity of experience, is it possible to speak meaningfully of 'South Asian women'? Throughout the article maintain that the diversity of South Asian women's experience must inform both analysis of issues and

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policy recommendations. Yet at the same time it is clear that women in South Asia do indeed suffer greater poverty of educational, health, economic, political and legal opportunities, relative both to their male counterparts, and to women around the world. By virtue of being both 'South Asian' and 'women', there are several culture and locality, and affect the lives of all South Asian women. These include responsibility for housework and child care; vulnerability to domestic violence; and the economic vulnerability that reflects women's unequal legal and social status (Agarwal, 1996).

These commonalities are based upon a shared sub continental history, based upon layers of religious, cultural, economic and political structures, shaped by centuries of immigration and colonialism, and combined with patriarchal structures which oppress women. The first challenge for governments and civil society is to recognize and understand that South Asian women face obstacles that both hinder their own efforts to live and prosper, as well as impede broader social and economic development processes in the region. The second, even more challenging task is how to go about implementing change, an issue

### **The Political History of South Asia in the Post-independence Era (Progress in the Political Sphere)**

The political history of South Asia in the post-independence era has been a turbulent one. Independence, the breakup of Pakistan and the subsequent formation of Bangladesh, are the most conspicuous examples of this turbulence. Nevertheless, over the last 50 years South Asia has made strides toward stability and peace. Most South Asians are now citizens of democratic states. There has been increased decentralization in political power. These are important steps forward for a region characterized by diversity of religion, ethnicity, class, caste and language. Currently, South Asia can boast of two long-standing democracies—including the world's largest—and most recently established democracy. Between the other countries, there is a constitutional monarchy, a traditional monarchy, and an interim military government, which has pledged to restore the democratic process in due course.

India, Pakistan and Bangladesh comprise over 95 per cent of South Asia's total population. This large majority of South Asians was given the opportunity to establish representative political systems only from 1947 onwards following the end of British rule. It is therefore worth noting, that both Bangladesh and India are now democratically ruled, and Pakistan, now and then reverted to military rule after 11 years of elected governments, hopes to be heading back towards democracy in the near future. India and Sri Lanka have never had any form of government that was not democratically elected.

Conversely, Pakistan has been ruled by the military for 26 of its 52 years as an independent country, while Bangladesh has been under military rule for 17 of its 28 years of independence. Nevertheless, these countries too have spent the majority of the last decade under some form of democratically elected government. The existence of elected governments alone is not the sole criterion for judging the extent of political progress. Indeed, all South Asian countries have been witness to a growth of institutions of governance that promise to articulate the demands of people from the grassroots. These include, for example, the panchayats in India, and the elected provincial councils in Sri Lanka. These institutions are representative bodies at the local level that allow people to take an active role in addressing their own concerns. However, the main threat to the efficient working of these institutions is the pervasive inequalities that persist in South Asian societies, manifested through powerful elite groups which often use these institutions to serve their personal interests. But the great importance of these fledgling local level institutions of governance should not be understated— they are the critical link between the power structure and the citizen. Poverty, violence and lack of political participation have been identified as issues of special concern to South Asian women

### **South Asia stands at the Crossroads between Hope and Despair**

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Upon complex systems of religion and culture, the customs and laws that govern marriage and divorce, guardianship and adoption, and inheritance and property in South Asia are highly discriminatory. This often has serious implications for women's economic, social and physical security.

### **Women and Personal Laws<sup>4</sup>**

Based on the proposed women's reservation bill, an indication of a positive shift in government commitment to gender equity can be observed. The establishment of legal principles and provisions can offer activists and individuals' greater space for dialogue regarding change, both within the legal framework and in other spheres of life. The legal terrain of South Asia—determined by the religious and cultural practices of several communities, and overlain by traditions of European jurisprudence—is particularly treacherous for women. Women suffer limited access to the legal system due to lack of education, low social status and limitations on their public mobility. Further, throughout the region, except in the Maldives and to a large extent in Nepal, different religious and cultural communities are governed by separate personal laws—those civil laws which deal with marriage, dowry/dower and divorce; custody, guardianship and adoption of children; and inheritance.

### **Equality Anti-discrimination and Effectiveness of Government Initiatives**

The legal system as it is practiced in the region is heavily biased against women and often victimizes rather than protects them. The first order of business is to bring the moral pressure of the global community on these reluctant nations to accept the basic tenets of legal equality for women. The demand for women's legal equality has become central to the growing demand for women's empowerment. Most women do not have equal rights in the realm of separation and divorce. Discriminatory property laws limit women's capacity to obtain credit and benefit from new opportunities for economic advancement by engaging in self-employment.

In India, the National Commission on Women has drafted a Bill to provide for a secular law on marriage applicable to all communities. However, these efforts are often viewed with suspicion by women activists, particularly those from minority communities, as an effort to force minorities to conform to the value system of the majority. The development of 'uniformly' applicable civil codes is considered a policy initiative that denies the need to respect pluralism and ethnic and religious identities of minority communities.

The absence of consensus among women activists themselves encourages governments to renege on the commitments they have undertaken to introduce legal reform in line with their own Constitutions and treaty obligations in international human rights law. There is an urgent need for women's groups to recognize that a core of secular laws on early marriage and violence against women already exist, particularly in India and Sri Lanka. Arguments on respect for pluralism must not be used to discourage governments from developing this body of law further by enacting secular civil codes that reflect the commitments of the Constitution and international human rights treaties and standards.

The concept of limited choice in governing family relations according to these codes can be incorporated so as to recognize the right of those governed by personal laws to adhere to some norms in their religious and ethnic laws. However, such a concept of choice must necessarily be limited, so that no community may infringe the core human rights of women in regard to access to education, health,

economic advancement and bodily integrity, by reference to ethnic and religious laws. The lack of a uniform civil code in which fundamental human rights take precedence over gender discriminatory religious customs remains a main obstacle to the achievement of women's equal rights<sup>5</sup>.

### Conditions of Women in India

The lack of uniform civil code in which fundamental human rights take precedence over gender discriminatory religious customs remains a main obstacle to the achievement of women's equal rights. While the Indian democratic state is committed to the protection of individual rights within the context of citizenship, a closer look at how it operates for the women reveals that these rights are not accessible in the public and private spheres in their full potential to all the women in India. There are historical, social and cultural factors that have limited women's capacity and chances to exercise their freedom to participate in the political processes. The evolution of Indian democracy through the 14 general elections so far has reflected a low representation of women in Parliament, State legislatures, in political parties and other decision-making bodies.

Liberty, Equality of Status and of Opportunity and Fraternity assuring dignity of the individual and unity and integrity of the Nation. In addition, the State is under obligation, as per the Directive Principles of State Policy to provide enabling conditions and secure minimum standards to its citizens, in furtherance of the fundamental rights. And, in accordance with its principles, the Government has undertaken many initiatives – legislative and executive policies, schemes and programs towards this. The unqualified human right to freedom of conscience and religion does not justify gender discrimination or the violation of women's fundamental rights.

The under representation of women in the political sphere is inextricably linked with the low and inferior status of women in society in India especially in the context of the declining sex ratio (Table 1), increasing violence and crimes against women and their marginalized status in employment, education and health sectors.(Human Development in South Asia :2000). The comparative position of gender-related development index (GDI) reveals that among 177 countries, India ranks 113th, indicating its very low gender-equity status as evident from the Table below.

**Table 1. Women in Parliament (% 1999)**

	Single or Upper House Total	Lower House or Senate	Both Houses
Bangladesh	12.4	n/a	12.4
India	8.8	8.5	8.7
Nepal	5.4	15	7.5
Maldives	6.3	n/a	6.3
Sri Lanka	4.9	n/a	4.9
Pakistan	2.8	2.3	2.6a
Bhutan	2.0	n/a	2.0
South Asia (unweighted)	7.4	7.5	7.3
Memo Item			
World	13.3	10.6	12.8
Nordic Countries	38.3	n/a	38.3
Sub-Saharan Africa	11.6	13.2	11.8
East Asia	9.5	13.0	10.1

a : Data represents status of parliaments prior to October 12, 1999.b : East Asian data does not include Indonesia and Republic of Korea. **Source** : De Silva 1995; GOB 1991 & 1996a; GOI 1998b; GOI 1999b; Gooneratne & Karuneratne, 1996; GOP 1998a; HMG Nepal 1999c; and IPU 1999.

### Issue : Women and Political Participation in India

The study, therefore, the focus is mainly upon women's issues, but not in the narrow sense commonly used by South Asian policy-makers, NGOs and the media. The phrase 'women's issues' is commonly used to refer to events, policies and practices perceived as primarily—if not exclusively—

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having an effect on the lives of women and girls.

South Asian women are primarily conceived of as wives, mothers and homemakers, and their responsibilities within this realm define the notion of 'women's issues'. Thus 'women's issues' continue to be primarily located within the social sector, with health—especially reproductive and child health—and girls' education as the centre of attention. Incidents of physical violence against women are increasingly mentioned in the media, but rarely within the context of larger processes of gender discrimination. In this Report, we move beyond the usual focus on women's access to social services, and investigate the opportunities and constraints that women face in the labour market and in the judicial system, as entrepreneurs and as political representatives. Institutionalized violence against women is investigated, rather than individual incidents of violence. Further, The Constitution of India is based on the principles of equality and guarantees equality before law and equal protection to all its citizens. It not only guarantees fundamental rights and freedoms, but also prohibits discrimination on the basis of religion, race, caste, sex, and place of birth. However, these rights have remained *de jure* and have not been translated into *de facto* rights. As such, women have been denied social, economic, civil and political rights in many spheres.

An important area where women have been inadequately represented is in the political sphere. Articles 325 and 326 of the Constitution of India guarantee political equality- equal right to participation in political activities and right to vote respectively. While the latter has been accessed, exercised and enjoyed by a large number of women, the former i.e., right to equal political participation is still a distant dream. Lack of space for participation in political bodies has not only resulted in their presence in meager numbers in these decision making bodies but also in the neglect of their issues and experiences in policy making.

### **The Status of Women Participation in Politics in India**

Women's participation in mainstream political activity has important implications for the broader arena of governance in any country. Governance relates to a set of rules, institutions, and values that are involved in the management of state and society. Governance institutions and processes include political parties, parliaments, government and their interactions with society. Although governance is a generic term which could mean good government or management, the governance values, types of government, the nature of political processes, the political parties and organizations, which/whose interests are represented and protected, and the extent of power that the masses have to challenge the state or in suggesting alternatives in methods of governance etc. may vary in different political systems.

Liberal democracy is founded on reason, law, and freedom of choice but the position of different social groups in the social and political space where power is located is not always equal in practice. This is particularly so in the case of women. The nature of society or state has a decisive impact on the extent and effectiveness of women's political presence and participation. Notions of democracy, governance and the state are often not gender neutral constructs but result from both historical factors and experiences. The state and its organizational entities reflect the same social forces as other social organizations. It is thus necessary to examine the gender balance in women's participation in the political process, decision making and policy formulation. The limited nature of female participation and representation in national decision making institutions has important consequences for women and for the legitimacy of the institutions. Where women constitute half the population in a political system which supports equality and where both women and men are legally eligible for political office, women's participation should be equal to that of men. If this is not the case, it signifies deep flaws within the political system.<sup>6</sup>

**Table 2. Women's Representation in Lok Sabha**

Lok Sabha No.	Year	Total	Male	Female	Percentage of Women
I	1952	499	477	22	4.41
II	1957	500	473	27	5.40
III	1962	503	469	34	6.76
IV	1967	523	492	31	5.93
V	1971	521	499	22	4.22
VI	1977	544	525	19	3.49
VII	1980	544	516	28	5.15
VIII	1984	544	500	44	8.09
IX	1989	517	490	27	5.22
X	1991	544	505	39	7.17
XI	1996	543	504	39	7.18
XII	1998	543	500	43	7.92
XIII	1999	543	494	49	9.02
XIV	2004	543	499	44	8.1
XV	2009	543	484	59	10.1

Source : 'Lok Sabha Members', Lok Sabha Secretariat, New Delhi <sup>7</sup>

### Rajya Sabha (Upper House)

Women are poorly represented at higher leadership levels. Even historically, it is observed that women's participation in positions of power in both houses of the Parliament has never exceeded 15 per cent of all seats. Table below presents the participation of women in the two houses of the Parliament.

**Table 3. Women's Representation in Rajya Sabha**

Rajya Sabha	Year	Total	Males	Females	Percentage of Females
I	1952	219	203	16	7.31
II	1957	237	219	18	7.59
III	1962	238	220	18	7.56
IV	1967	240	220	20	8.33
V	1971	243	226	17	7.00
VI	1977	244	219	25	10.25
VII	1980	244	220	24	9.84
VIII	1984	244	216	28	11.48
IX	1989	245	221	24	9.80
X	1991	245	207	38	15.51
XI	1996	223	204	19	8.52
XII	1998	245	230	15	6.12
XIII	1999	245	226	19	7.76
XIV	2005	243	218	25	10.29
XIV	2006	242	218	24	9.92

Source : 'List of Members of Rajya Sabha', Rajya Sabha, Secretariat, New Delhi <sup>8</sup>

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## A COMPARATIVE STUDY OF THE ATTITUDE OF COLLEGE GOING STUDENTS TOWARDS DOWRY SYSTEM

**Dr. Pardeep Singh Dehal**

**Assistant Professor, Department of Education, ICDEOL, HPU, Shimla, Himachal Pradesh**

**Email : drdehal@gmail.com**

### ABSTRACT

Dowry has become a very common word and it is practiced in Indian society without any inhibitions or ill feeling. The present study deals with the comparison between Uttar Pradesh and Uttarakhand college going students to know their attitude towards dowry system. Sample of 100 students has been taken 50 from U. P. and 50 from Uttarakhand. Survey method was used. Dowry attitude scale developed by Dr. R. R. Sharma used as a tool. Mean, Median, Mode, Standard Deviation and 't-test' were used to analyse and interpret the data. Significant difference has been found in the attitude of U. P. and Uttarakhand college going students towards dowry system.

### Introduction

Dowry system has historical background. Although it is not clear, it is very ancient. It is present in the age of Rama and Krishna. There is reference of this practice in Manu Smriti. Dowry system in India Marriages can be called the commercial aspect of the marriage. The practice of giving dowry was very common among all people of all nations. It is present in the age of Rama and Krishna. Dowry is a payment from the bride's family to the groom or groom's family at the time of marriage. Upon marriage, daughter are given all modern household gadgetry as dowry such as furniture, crockery, electrical appliances (in recent years refrigerators, television etc.) as well as personal items of clothing, jewellery and cash. Dowry (Dahej/Hunda) as we all know is paid in cash or kind by the bride's family to the groom's family along with the giving away of the bride (Kanya-dana). The ritual of Kanya-dana is an essential aspect in Hindu marital rites. A number of marriage-negotiations break down if there is no consensus between the bride's and groom's families. Dowry deaths of a newly married bride are still regularly in the news. Although the practice of dowry exists in many countries, it has assumed the proportion of a challenge to the forces of modernity and change only in India. Dowry is a massive social ill on both sides of the Pakistan-India border and who hasn't heard of the infamous bride burning where the girl who brings insufficient dowry is burnt "accidentally" by her in laws so that a new "prey" may be caught who can bring in a better dowry. 1789, an East India Company officer made the earliest causal link between the dowry system and violence against girls in 1845, these nations are a proof that the division of occupations, carried to a system, may utterly ruin the noblest nation. With every wife of an inferior rank, a Brahmin of the better class receives rich dowry. Nowadays, there are few more motivations which could also motivate the dowry system such as :

- Aspiration to marry in the high and rich family,
- Pressure of the caste system,
- Social custom,
- Marriage systems,
- False notion of social status and
- Vicious circle.

According to government figures, 6500 young women are killed every year because their families are unable to meet their grooms demands. So, In modern time the dowry "Give and Take" phenomenon is practiced widely throughout India irrespective of caste and class.

### Objectives of the Study

1. To know the attitude of college going students towards dowry system.
2. To compare the attitude of male and female college going students towards dowry system.
3. To compare the attitude of rural and urban college going students towards dowry system.

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## Hypotheses

1. The college going students have negative attitude towards dowry system.
2. The male and female college going students do not differ significantly on dowry attitude scale.
3. There is no significant difference between the attitude of rural and urban college going students towards dowry system.

## Delimitations of the Study

1. The study is conducted on college going students of U. P. and Uttrakhand state.
2. The sample of the present investigation was 50 students (25 boys and 25 girls) from Uttar Pradesh and 50 students (25 boys and 25 girls) from Uttrakhand state.
4. The required data is collected from selected colleges of U. P. and Uttrakhand state.

## Research Method

The present study is survey in nature. Survey studies are conducted to collect data of the exiting phenomena. It deals not only merely gathering of data but also involves interpretation, comparison, measurement and understanding of solution of dowry system problems. In the present investigation survey method was used to study the attitude of college going students towards dowry system.

## Sampling

Keeping in the view the limited sources, time, money and practical difficulty a limited sample consists 100 college going students (50 boys and 50 girls) was selected from U. P. and Uttrakhand which are shown in table as under :

**Table 1. College Wise List of the Students**

S. No.	State	Name of Colleges	No. of Students
1.	U. P.	Ram Manohar Lohia Institute, Modinagar	25 Boys, 25 Girls
2.	Uttrakhand	Government P. G. College, Pithoragarh	25 Girls
		S. S. J. Campus, Almora	25 Boys
		<b>Total</b>	<b>100 Students</b>

A convenient purposive method of sampling was followed in selecting the sample.

## Variables of the Study

The following variables were thought to be important in this contact.

S. No.	Name of the Set	Element of the Set
1.	Dowry System (D. V.)	Attitude
2.	Demographic variable (I. V.)	Age, location

## Tool Used

For the present investigation, the investigator used the Dowry Attitude Scale (DAS) developed by Dr. R. R. Sharma (Garhwal) U. P. The DAS contains 52 items out of which 35 are positive and 17 are negative. Each items is to be rated on 5 point scale. The Reliability of DAS was determined firstly by split half method and the value was found to be .79. In case of validity the value of coefficient of correlation was found to be .89.

## Statistical Techniques Used

Mean, Median, Mode, Standard Deviation and 't-test' were used in this study to organize, describe, analyse and interpret the data.

## Analysis and Interpretation of Data

Keeping in view the objectives of present study, the collected data was analyzed and interpreted. As per the objectives of this study, attitude of boys and girls towards dowry system compared state wise that is for U. P. and Uttrakhand. To compare the attitude of boys and girls towards dowry system, mean, Median, Mode, Standard deviation and 't' value have been computed.

The detail is given as below :

**1. The college going students have negative attitude towards dowry system.**

**Table 1 showing the N, Mean, Median, Mode and S. D. (Standard deviation) of college going students towards dowry system.**

N	Mean	Median	Mode	S. D.
100	201.4	200.5	199.67	26.43

It is evident from table 1 that mean of college going students is 201.4 which is showing the positive attitude towards dowry system when it is compared with the given table. So the null hypothesis that is "The college going students have negative attitude towards dowry system" is rejected. In other words we can say that the college going students have positive attitude towards dowry systems.

**2. The attitude of the students of U. P. and Uttrakhand do not differ significantly towards dowry system.**

**Table 2 showing the N, Mean, Standard deviation, 't' value and level of significance of U. P. and Uttrakhand college going students towards dowry system.**

State	N	M	SD	df	SE <sub>M</sub>	't' value	Level of Significance
U. P.	50	194.88	19.05	98	5.45	2.26	Not significant
Uttrakhand	50	207.20	33.8				

It is evident from table 2. that mean of college going students of U. P. State are lower (M = 194.88) than Uttrakhand's college going students (M=207.2). The computed 't' value is 2.26. The Df (Degree of freedom) is 98 and 't' value in the table at.05 level is 1.98. The obtained 't' value is more than table value. So the framed null hypothesis is rejected that the attitude of the students of U. P. and Uttrakhand do not differ significantly towards dowry system. It means that U. P. and Uttrakhand's college going students differ significantly in attitude towards dowry system.

**3(a). The male and female college going students do not differ significantly on dowry attitude scale.**

**Table 3(a) showing the N, Mean, Standard deviation and 't' value of male and female college going students of Uttrakhand State towards dowry system**

Sex	N	M	SD	df	SE <sub>M</sub>	't' value	Level of Significance
Male	25	206.92	23.85	48	7.9	1.26	Significant
Female	25	216.92	31.9				

It is evident from table 3(a) that mean of male students are lower (M=206.92) then the female students (M=216.92) towards dowry system. Computed 't' value is 1.26. The Df is 48 and 't' value in the table at.05 level is 2.02. The obtained 't' value is less than table value. So, the framed null hypothesis is accepted that the male and female college going students do not differ significantly on dowry attitude scale. It means that male and female college going students of Uttrakhand have more or less same attitude towards dowry system.

**3(b). The male and female college going students do not differ significantly on dowry attitude scale.**

**Table 3(b) showing the N, Mean, Standard deviation, and 't' value of male and female college going students of U. P. State towards dowry system.**

Sex	N	M	SD	df	SE <sub>M</sub>	't' value	Level of Significance
Male	25	185.36	9.4	48	4.6	4.13	No Significant
Female	25	204.4	21.2				

It is evident from table 4.3.2 that mean of female college going students are higher (M=204.4) than the male college going students (M=185.36). The computed 't' value is 4.13. The Df is 48 and 't'



value in the table at .05 level is 2.02. The obtained 't' value is more than table value. So the framed null hypothesis is rejected that the male and female college going students do not differ significantly on dowry attitude scale. It means that the male and female college going students have less or more significant attitude towards dowry system.

**4(a). There is no significant difference between the attitude of rural and urban college going students towards dowry system.**

**Table 4(a) showing the N, Mean, Standard deviation and level of significance of rural and urban college going students towards dowry system**

Uttarakhand	N	M	SD	df	SE <sub>M</sub>	't' value	Level of Significance
Rural	25	213.52	25.4	48	6.9	0.47	Significant
Urban	25	210.24	23.6				

It is evident from table 4(a) that mean of rural college going students are higher (M=213.52) than urban college going students (M=201.24). The computed 't' value is 0.47. The Df is 48 and 't' value in the table at .05 level is 2.02. The obtained 't' value is less than table value. So the framed null hypothesis is accepted that there is no significant difference between the attitude of rural and urban college going students towards dowry system. It means that rural and urban college going students have more or less same attitude towards dowry system.

**4(b). There is no significant difference between the attitude of rural and urban college going students towards dowry system.**

It is evident from table 4(b) that mean of rural college going students are higher (M=196.4) than urban college going students (M=193.36). The Computed 't' value is 0.56. The df is 48 and 't' value in the table at .05 level is 2.02. The obtained 't' value is less than table value. So the framed null hypothesis is accepted that there is no significant difference between the attitude of rural and urban college going students towards dowry system.

**Table 4(b) Showing the N, Mean, Standard deviation, and 't' value of rural and urban college going students towards dowry system**

U. P. State	N	M	SD	df	SE <sub>M</sub>	't' value	Level of Significance
Rural	25	196.40	21.60	48	5.38	0.56	Significant
Urban	25	193.36	16.08				

It means that rural and urban college going students have more or less same attitude towards dowry system.

**Findings**

On the basis of analysis of data, the following findings may be drawn :

1. The college going students of U. P. and Uttarakhand have positive attitude towards dowry system. It means that they have attitude in favour of dowry system.
2. The male and female college going students of Uttarakhand state do not differ significantly on dowry attitude scale. It means that they have more or less same attitude towards dowry system.
3. The male and female college going students of U. P. state have less or more same attitude towards dowry system.
4. There is no significant difference between the attitude of rural and urban college going students of Uttarakhand towards dowry system. It means that they have more or less same attitude towards dowry system.
5. There is no significant difference between the attitude of rural and urban college going students of U. P. state towards dowry system. It means that they have more or less same attitude towards dowry system.

**Conclusion**

On the basis of the analysis of above study, it may be conclude that U. P. and Uttarakhand's college going students differ significantly in attitude towards dowry system. In Uttarakhand state, male

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and female college going students have more or less same attitude towards dowry system but in U. P. state, male and female college going students have differ attitude towards dowry system. On the other hand both rural and urban college going students of U. P. and Uttrakhand state have significantly different attitude towards dowry system, which may be less or more. Dowry system is a system which disrupts the harmony in society. This system has its root in the Psyche of society. That is why, it is very difficult to find out its solution to remove. For its eradication, a lot of research work and awareness programme shown be carried out. The college going students are such youth whose attitude towards dowry system accounts significant factor in the promotion and demotion of it. Dowry has spurred a flowering of sharp thinking about the economic and sociology of dowry and marriage payments more broadly. From a practical and policy-making perspective, however, the question of the existence of dowry paid is critical. We suggest that researcher should do more to understand the significant determinant of dowry. This world provides useful guidance to manager and executives. We recommended that much work remains to be done to find out in term of developing a suitable equation of dowry system and empirically testing our proposition. Encourage other scholars to continue the important work being done in this area. In the present investigation an attempt has been made to explore the attitude of college going students against dowry system. So as to seen the various reason of its. The result might be useful for social scientists to know the causative factors of the attitude of dowry system and it may be fruitful for counseling college going students against dowry system to promote harmony in society. To promote equity, equality and justice in the society, the policy makers and planners as well as administrators can emphasize the importance of this study.

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## A STUDY ON LIFE-STYLE OF MIDDLE AGED URBAN MALES

**Sandip Bera**

**Ex. M. P. Ed. Student, Department of Physical Education, University of Kalyani, Kalyani,  
West Bengal, Email : malatibera24@gmail.com**

**Dr. Nita Bandyopadhyay**

**Assistant Professor, Department of Physical Education, University of Kalyani,  
Kalyani, West Bengal**

### ABSTRACT

The concept of lifestyle is countered around the idea that people typically display a familiar pattern of behavior in their daily lives as in regular work routines, leisure time, and social life (Lyons & Langille-2000). There is no single clear definition of what a 'health lifestyle' emphasized good nutrition, engagement in exercise, smoking avoidance, and alcohol avoidance (Philipp et al., 1988). Data relating to life-style was collected through a questionnaire specifically prepared for understanding of various aspect of life style of the subjects. The information collected under following heads: a) Place and Environment ,Work status, Marital status, Quality of life, Neighbors, Friends, Housing arrangement, Exercise habit, Social life, Mood, Environment and lifestyle b) Socio-economic condition Educational background earnings. It was shows that 45% population thought that the climate was good. Whereas 25% inmates felt that the climate was excellent to them. It was revels that 50% population had the objection of the excessively hot 25% had the objection of the rainy weather where as only 5% population had the objection of the humid weather. It was shows that 75% of the total populations of the middle aged urban males were full time worker. It was revels that 90% populations were married, 5% were single and 5% of the populations were widowed. It was indicates that 15% citizens didn't need overtime work or extra job where 85% population needed any second job. It appears that 15% was Metric, 20% was Graduate and 65% was Post Graduate among the urban subjects and 30% could earn between 2 – 3 lakhs, 35% could earn between 3 – 4 lakhs and 15% population could earn above 4 lakhs. To 50% population the weather was very hot. The work status of 75% population was full time worker. The marital status of the 90% population was married. The Cost of food was extremely high to the 50% population. The 15% of urban subjects was metric pass and 65% of urban subjects were postgraduate. The 30% population, annual income was 2 – 3 lakhs and 35% population, annual income was 3 – 4 lakhs.

**Key Words :** Lifestyle, Work status, Marital status, Quality of life, Neighbors, Friends, Housing arrangement, Exercise habit, Social life, Mood, Environment and life style, Socio-economic condition, Educational background, Earnings.

### Introduction

Life-style is essentially the way we chase to live on the surface level, it is a social commentary on contemporary life-style, entertainment, values and work ethic. Indeed much attention has been paid to this aspect of life-style within the last few years. Own life-style leads us down a road towards illness. In fact the two major causes of death, heart disease and cancer, are products of life-style choice and habits. The fact is that certain fundamental life-style choices ultimately dictate health and longevity for each of us. These choices includes-

- i) Diet – what and how much etc.
- ii) Exercise – whether or not to be physically active on a regular basis.
- iii) Stress –whether to manage or ignore it.
- iv) Smoking – whether or not to start, continue or break the habit.

These are the controllable aspect of life-style that counts, either for or against good health. The ill effect of bad diet lack of exercise stress and smoking are cumulative and interconnected. In the final analysis, ill health is not isolated event but the result of an accumulation of abuse, each a seemingly inconsequently life-style decision.

Our life-style habits directly affect our health and longevity, particularly where coronary heart

disease is concerned. The effect of poor life-style decision is to promote heart disease by injuring the coronary arteries, causing strain on the heart and elevating then levels of cholesterol and other fats to produce on imbalance in the blood chemistry.

## Environment

Environment may be broadly understood to mean our surroundings. It can be divided into non-living and living components. The Environment provides resources which support life on the earth and which also help in the growth of a relationship of interchange between living organisms and the environment in which they live. It is important to realize that humans enjoy a unique position in nature due to their exceptional ability to influence and mould the environment. It has been generally believed that nature is what man has not made. In our discussion environment and nature have been used a synonym, which incorporate most of the visible manifestation of geography. Raymond Williams defines nature as 'the material world itself, taken as including or not including human beings.' Tracing the history of the term he suggests that 'nature has meant the 'countryside' – the unspoiled places', plants and creatures other than man.

Similarly, there are several vantage points from where environment has been studied and most of us follow a complex combination of these methods. There are ecologists who are primarily biological scientists and focus on relationships between environment and the living being in general. Another set of scientists generally termed as environmental scientists try to examine the functioning of the earth and the nature of human interactions with it.

## Quality of Life

Perhaps the most important aspect of living that we sometimes take for granted is the quality of life that we receive by living and working where we do. Even our capability to walk safety down a street is something that some countries may lack. Identifying areas with the highest quality of life offers an important view of cities and countries, while proving information for those happening to relocate.

One way of looking at a place's quality of life is by the amount of output is produces each year. This is especially handy in the case of a country considering many countries have varying degrees of production, differing resources and distinctive conflicts and problems within them. The major way of measuring a country's output per year is by looking at the country's gross domestic product or GDP.

The GDP is the amount of goods and services produced within a country annually and are typically a good indication of the amount of money flowing in and out of the country. When we divide a country's total GDP by its total population we get GDP per capita which reflects per year. The idea is that the more money we have the better off we are.

## Methodology

All the subject of this study was selected from urban area. There was one group of subject and consisted of 60 middle aged citizen. (Kalyani, District- Nadia, W.B.)

Subject	Sex	No. of the Subject	Category
Urban	M	60	Middle aged Urban Males

## Location : Urban area, Kalyani

Country	India
State	West Bengal
District	Nadia
Population	81,984 (2001)
Density	2,813/Km <sup>2</sup> (7,286/sq mi)
Area	29.14 Km <sup>2</sup> (11 sq mi)
Elevation (AMSL)	.113 (36 ft)
Website	Nadia.nic.in

**Criteria Measured :** Health status was the criteria. Data on health status was collected through a set of questionnaire prepared in consultation with experts and supervisor and on the basis of available literature.

**Procedure for administering the tests:** The following procedures were maintained for the proper administration of the tests.

**Measurement of personal data:** For measuring height, weight and age the standard procedure were followed.

**Life-style habits:** Data relating to life-style was collected through a questionnaire specifically prepared for understanding of various aspect of life style of the subjects. The information collected under following heads: a) Place and Environment b) Work status c) Marital status d) Quality of life e) Neighbors f) Friends Housing arrangement g) Exercise habit h) Social life i) Mood j) Environment and life.

**Socio-economic Condition :** Educational background earnings.

**Statistical Procedure :** Appropriate statistical treatment i.e. mean, SD and % were calculated.

**Environment :**

**Table 1. Climate of the Urban Area**

Variable	Excellent	Very good	Good	Fair	Poor
Climate	25%	25%	45%	5%	

Table 1 shows that 45% population thought that the climate was good and 25% subjects thought that the climate was very good where 25% inmates felt that the climate was excellent to them.

**Table 2. Objectionable Weather**

Variable	Excessive by hot	Cold	Rainy	Humid	Windy	Other
Weather	50%	25%	20%	5%		

Table 2 reveals that 50% population had the objection of the excessively hot weather, 25% had the objection of the cold weather and 25% had the objection of the rainy weather where as only 5% population had the objection of the humid weather.

**Work Culture**

**Table 3. Status of the Work**

Variable	Full time	Self Employed	House Husband	Other
Work Status	75%	5%	15%	5%

Table 3 indicates that 75% of the total populations of the middle aged urban males were full time worker, 5% population were self employed and 15% population were house husband. Other categories of the workers were only 5%.

**Table 4. Work Satisfaction of the Inmates**

Variable	Not at all	Moderately	Extremely
Work satisfaction	10%	35%	55%

It was indicated from Table 4 that 55% inmates were extremity satisfied with their work, 35% inmates were moderately satisfied where 10% population were not satisfied at all with their work.

**Table 5. Characteristic of Work**

Variable	Stimulating	Challenging	Varied	Boring	Other
Work	40%	15%	10%	35%	

It was indicated from Table 5 that 40% inmates thought that their work was stimulating and 15% population thought their work was challenging and 35% thought it was boring to them.

### Family Life :

**Table 6. Percentage wise Distribution of Marital Status of the Inmates**

Variable	Single	Married	Widowed
Marital Status	5%	90%	5%

Table 6 reveals that 90% population were married, 5% were single and 5% of the population were widowed.

**Table 7. Number of Children Live with Them**

Variable	None	Only One	More than One
Number of children live with	15%	35%	50%

Table 7 reveals that the percentage of no of children lived with the middle aged population in the families and table shows that 15% population had no children to live with them, 35% population had at least one children to live with them and 50% population had more than one children to live with them.

**Table 8. Thinking about this Place to Bring Their Children Grew Up**

Condition	Not at all	Moderately	Extremely
Good place to bring them up	5%	45%	50%

Table 8 shows that 5% population didn't think that this was a good place to bring their children up, 45% population thought that this place was moderate to bring them up where 50% population thought that this place was extremely good to bring them up.

### Quality of Life :

**Table 9. Satisfactory Standard of Living of the Inmates**

Variables	Very high class	High class	Middle class	Low Middle class	Low class
Standard of living	5%	5%	80%	10%	

From Table 9 it was observed that 5% of the total population liked very high class living, 5% high class, 80% population preferred middle class living and 10% population satisfied with low middle class living.

**Table 10. Need to Work Overtime or Second Job of the Inmates**

Variable	Yes	No
Work overtime or second job	15%	85%

Table 10 indicates that 15% citizens didn't need overtime work or extra job where 85% population needed any second job.

**Table 11. Cost of Mortgage, Food and Transportation of the Urban Area**

Cost	Not at all	Moderately	Extremely
Mortgage or rent payment	20%	75%	5%
Food	5%	45%	50%
Transportation	15%	65%	25%

It was indicated from Table 11 that the cost of mortgage was very low to the 20% population of middle aged urban males, to 75% population it was moderate and only 5% population of this group thought that it was very high. Cost of food was very low to the 5% population, 45% population thought that it was moderate and according to 50% population the cost of food was very high. Transportation cost was very low to the 15% urban males and 65% population thought that it was moderate where 25% urban middle aged males thought that the cost of transportation was very high.

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**Neighbors and their Accompaniment :****Table 12. How much Neighbors known by the Inmates**

Variable	Very Low	Moderate	Very High
Neighbors	15%	45%	40%

Table 12 indicates 15% population knew their neighbors in very low numbers, 45% population knew their neighbors moderately where 40% population knew their neighbors very high in numbers.

**Table 13. Behaviors of the Neighbors**

Variable	Friendly	Cooperative	Angry
Behaviors	45%	40%	15%

It was indicated from Table 13 that 45% inmates thought that the behavior of the neighbors was friendly, 40% thought behavior of the neighbors was cooperative and 15% thought their behavior was angry.

**Friends and their Accompaniment :****Table 14. Number of Closed Friend of the Inmates**

Variable	Two	More than Two	Lots	None
Closed friends	15%	5%	75%	5%

It was indicated from Table 14 that 15% population had two friends, 5% had more than two friends 75% had lots of friends and only 5% population had no friends.

**Table 15. Numbers of Friends Accept Unconditionally**

Variable	Two	More than Two	Lots	None
Number of Friends	15%	5%	75%	5%

Tables 15 reveals that 15% populations had two friends who accepted them unconditionally, 5% population were accepted unconditionally by more than two friends, 75% population were accepted unconditionally by lots of friend and only 5% population were accepted unconditionally by none of the friend.

**Housing Arrangement :****Table 16. Size of the House of the Inmates**

Variable	Small	Moderate	Large
Size	15%	70%	15%

Table 16 indicates that 15% urban middle aged males lived in small house. The sizes of the 70% population were moderate where 15% population lived in a large house.

**Table 17. Quality of the House**

Variable	Worse	Medium	Good
Quality	10%	75%	15%

Table 17 reveals that 10% population thought that the qualities of their house were worse, 75% population thought that their house qualities were medium and 10% population thought that the qualities of their house were good.

**Table 18. Cost of the House of the Urban Area**

Variable	Very Low	Moderate	High	Very High
Cost	15%	40%	40%	5%

Table 18 indicates that 15% subjects thought that the cost of the house was very low, 40% thought it was moderate, 40% thought it was high and 5% thought it was very high.

**Table 19. Economic Disparity, Slums Area and High Unemployment of this Urban Area**

Variable	Yes	No	Don't Know
Economic disparity	30%	45%	25%
Slums	20%	70%	10%
High Unemployment	50%	30%	20%

Table 19 reveals that 30% populations thought that there had economic disparity and 45% didn't think so where 25% didn't know about this aspect, 20% population expressed that there had slums area and 70% expressed that there had no slums areas where 10% didn't know about this matter. It also indicates that 50% populations think that there have existence of high unemployment and 30% didn't think so where 20% had no idea about that.

#### Exercise Habits :

**Table 20. Regular Physical Exercise**

Variable	Yes	No
Regular Exercise	35%	65%

Table 20 indicates that 35% population involved themselves in regular physical exercise and 65% population didn't involve themselves in regular physical exercise.

#### Social Life :

**Table 20. Social Activeness of the Inmates**

Variable	Very active	Active	Inactive
Social activeness	10%	75%	15%

Table 20 shows that 10% population had very active social life, 75% had active social Life where 15% population had inactive social Life.

**Table 21. The inmates used to talk with their friends**

Variable	Politics	Sports	Work	Interpersonal Relations	Family Events	Other
Talk about with their friends	10%	10%	35%	25%	10%	10%

Table 21 indicates that 10% population used to talk about politics with their friends, 10% used to talk about sports, 35% used to talk about work, 25% used to talk about interpersonal relations, 10% used to talk about family events and 10% population used to talk about other events.

#### Mood :

**Table 22. The Mood of the Inmates Most of the Days**

Variable	Happy	Neutral	Mixed	Anxious	Varies Considerably
Mood most days	25%	5%	45%	10%	15%

Table 22 reveals 25% population had happy mood most of the day, 5% population had neutral mood, 45% population had mixed mood, 10% inmates were anxious and 15% population's mood varies considerably.

**Socio-Economic Condition :** The relevant data related to socio-economic conditions are presented in Table 23 and 24. The educational background, economic dependencies are discussed under socio-economic condition.



**Table 24. Percentage of Educational Background of the Inmates**

Variables	Matric	High Secondary	Graduate	Post Graduate
Education	15%		20%	65%

It appears from Table 24, that 15% was Matric, 20% was Graduate and 65% was Post Graduate among the urban subjects.

**Table 25. Percentage of Economic Condition of the Inmates**

Variables	Below 1 lakh	1 – 2 lakh	2 – 3 lakh	3 – 4 lakh	Above 4 lakhs
Annul. Income	5%	5%	30%	35%	25%

Table 30 is related to economic condition 5% of the urban subjects were earning below 1 lakh, 5% of the urban subjects could earn between 1–2 lakhs, 30% could earn between 2–3 lakhs, 35% could earn between 3–4 lakhs and 15% population could earn above 4 lakhs.

### **Conclusion**

#### **a. Environment :**

- i) To 45% population the climate was good.
- ii) To 50% population the weather was very hot.

#### **b. Work Culture :**

- i) The work status of 75% population was full time worker.
- ii) 55% subjects were extremely satisfied with their work.
- iii) To the 40% population the work was stimulating to them.

#### **c. Family Life :**

- i) The marital status of the 90% population was married.
- ii) 50% populations live with more than one child.
- iii) For 50% population this place was good to bring their children up.

#### **d. Quality of Life :**

- i) 80% population preferred middle class living.
- ii) 85% subjects needed not work overtime or extra job.
- iii) To the 75% population the mortgage payment was moderate.
- iv) Cost of food was extremely high to the 50% population.
- v) 65% population thought that the transportation cost was moderate.

#### **e. Neighbors and their Accompaniment :**

- i) 45% population knows their neighbors moderately.
- ii) 45% populations think that the behavior of neighbors was friendly.

#### **f. Friends and their Accompaniment :**

- i) 75% population had lot of friends.
- ii) 75% populations were accepted unconditionally by their friends.

#### **g. Housing Arrangement :**

- i) The size of the house of 70% inmates was moderate.
- ii) The qualities of the house of 70% population were medium.
- iii) To the 40% population the cost of the house were high.

**h.** 45% population expressed that there were no economic disparity.

**i.** 70% population expressed that there were no slums area.

**j.** 50% population expressed that yes there was present high unemployment.

**k.** 65% population did not use to involve themselves in regular physical exercise.

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## **I. Social Life :**

- i) 75% population had active social-life.
- ii) 35% inmates used to talk with their friends about their work.
  
- m. 45% population had mixed mood most of the days.

## **On Socio-Economic Conditions :**

### **A. Educational Background :**

- i) 15% of urban subjects were matric pass.
- ii) 20% of populations were graduate.
- iii) 65% of urban subjects were postgraduate.

### **B. Economic Condition :**

- i) 5% population, annual income was below 1 lakh.
- ii) 5% population, annual income was between 1 – 2 lakhs.
- iii) 30% population, annual income was 2 – 3 lakhs.
- iv) 35% population, annual income was 3 – 4 lakhs.
- v) 25% population, annual income was above 4 lakhs.

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**A STUDY ON LEARNING STYLES OF B. ED. TRAINEE TEACHERS IN WEST BENGAL****Dr. Arjun Chandra Das****Assistant Professor, Department of Education, University of Kalyani, Kalyani, West Bengal****Email : acdas2012@gmail.com****ABSTRACT**

Education is above all, interpersonal phenomena. The interaction between teacher and student is the essence of teaching. Student is the principal character in the teaching learning situation and the teacher here acts as the director. Teachers of training institutes have different teaching styles, set of values, characteristics and behavior which have great impact in teaching learning situation, but it is seriously over sighted in many discussions. Teaching in training institutes in very much shat the teacher makes it. While the nature of the subject matter, the preparation and motivation of the students and the institutional climate all plays a Part, it is clearly the teachers who decide what will be taught and by what means. Since knowledge about learning styles is tentative and incomplete at his stage, the teacher should remain flexible and experimental in using the concept and the instruments included here. Perhaps the most effective and the efficient use of data obtained from questionnaires such as these is not in prescribing specific learning activities for individuals students, but rather for planning a mix of methods and alternatives which accommodate groups of students. They could also be used as a basic for discussing learning and preferences with students. This study offers some guidance towards understanding of students learning styles. Understanding these styles will allow the instructor to design objectives, methods, evaluations, select alternative method of teaching and other activities that take into account the variety of individual learners. This study also offers a choice of perspectives emotional, developmental and cognitive for focusing on the learner, as well as a choice of simple questionnaires by which any instructor can give specific information about the individual in a course. It can also help any instructor to understand students' characteristics or as a guide to understanding selecting alternative ways of teaching that will be appropriate for specific needs of each individual learner or cluster of learners. The more the learners in the training the more is the self-concept towards teaching profession and it could lead to job-satisfaction of the person concerned in the teaching carrier which is a must for development of national education.

**Key Words :** Learning Style, Plan, Strategies.

**Introduction**

Professional education covers the most vital areas of social life as it prepares men and women for different types of professional services. Teacher-training one of the most vital professional training course has expended appreciably in India during the last decades. Teacher-training colleges have increased in numbers in different states of the country. But improvement is not satisfactory. The real value of this professional education must be sought in the success of a professional student as specialist and as a man. Problems of teacher training have not attracted the desired attention of educational researchers in India. The need of research in this arena from the educational stand point is vital and urgent. Any scheme for improving teacher education in our country will be unrealistic unless reliable studies are conducted covering different aspects of teacher education.

Surveys and studies conducted in the field of teacher training cover such aspect as curriculum content, teaching methods, evaluation of achievement etc. There is considerable paucity of researcher attempting to discover the different types of learning styles preferred by the student-teachers in this particular training course. Factor-the 'Learning Style' plays a very significant role in the success of student-teachers in this training course and establishes the importance of conducting studies in this arena. The present investigation throws light on this area of professional preparation.

The present study included students preparing for teaching profession. It attempts to find out different types of learning styles preferred by the students, considered important for success in the training course and for the future profession. Psychology since its beginning has been engaged in

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investigating Human Learning. Educational psychology has attempted to relate general learning research and theory to the students. However, because learning theories are relatively abstract and attempt to explain the general process of learning, they have little practical significance for the individual teacher offering a particular course to individual students.

It takes no special insight to realize that people see and make sense of the world including formal instruction in different ways. Then give their attention to different aspects of the environment, learn at different rates, approach problem with different methods, construct relationships in distinct patterns and process information in different but personally consistent ways. These different ways and patterns of learning are called Learning styles of the students. These styles may vary individual to individual students. When these learning styles and other characteristics of the individual student are identified and specifically matched with appropriate types of instructions learning will be better or greater or both.

The implication of this study of learning styles for education is presumably that teachers need to provide opportunities for students to learn in a way which suits their preferred style of learning.

### **Major Objectives**

The investigator takes the following objectives for the study.

- To know the trainer intension of the style of learning.
- To know whether there is any significant difference between rural an urban trainer.
- To know the most preferred learning style which helps to trained them.

### **Hypotheses of the Study**

The following alternative hypotheses are making for the study :

- H<sub>1</sub> : There is a significant difference between collaborative learning style and competitive learning style.
- H<sub>2</sub> : There is a significant difference between collaborative learning style and participant learning style.
- H<sub>3</sub> : There is a significant difference between competitive learning style and participant learning style.
- H<sub>4</sub> : There is a significant difference between urban collaborative learning style and rural collaborative learning style.
- H<sub>5</sub> : There is a significant difference between urban competitive learning style and rural competitive learning style.
- H<sub>6</sub> : There is a significant difference between urban participant learning style and rural participant learning style.

### **Tools Used for the Study**

The following tools were used for the study.

- **Information Schedule** : For collecting relevant information on various background factors.
- **'Student Learning Style Questionnaire' (SLSQ)**, constructed by Anthony Grasha & Shery Reichman (1975).

### **The Population and Sample for the Study**

It is obvious that a research works with a sample which is the representative of population. The courses of selecting such sample were the ready availability of it by the investigator. The investigator collected the sample for his study from four teachers training colleges, affiliated by the University of Kalyani, KU, Nadia, namely :

- Shimurali Sachinandan College of Education, Shimurali, Nadia.
- Krishnanagar B. Ed. College, Krishnanagar, Nadia.
- Shri Chaitanya College of Education, Dhubulia, Nadia.
- Department of Education, KU, Nadia.

### **Statistical Method used for the Study**

The investigator used the following statistical methods for this study.

- t-test (critical ratio) & Coefficient of Correlation.

## The Test of Hypotheses

The following Hypothesis ( $H_1$ - $H_3$ ) were tested by Pearson 'r'

**Table 1. Correlation between Dimensions of Learning Style by Pearson's Method ( $H_1 - H_3$ )**

Hypothesis	Subject	N	r-value	Remarks
$H_1$	Collaborative and Competitive	100	0.513**	Positively correlate
$H_2$	Collaborative and Participant	100	0.520**	Positively correlate
$H_3$	Competitive and Participant	100	0.567**	Positively correlate

\*\*Correlation is significant at the 0.01 level.

$H_{01}$ : The result of the correlation between collaborative learning style and competitive is 0.513 which is highly significant at 0.01 levels. Hence we say that the alternative hypothesis is accepted for the total sample and the relation between B.Ed. grade students using collaborative learning style and competitive learning style is found significant. And the null hypotheses for these two types of learning style are rejected.

$H_{02}$ : The result of the correlation between collaborative learning style and participant learning style is 0.520 which is highly significant at 0.01 levels. Hence we say that the alternative hypothesis is accepted for the total sample and the relation between B. Ed. grade students using collaborative learning style and participant learning style is found significant. And the null hypotheses for these two types of learning style are rejected.

$H_{03}$ : The result of the correlation between competitive learning style and participant learning style is 0.567 which is highly significant at 0.01 levels. Hence we say that the alternative hypothesis is accepted for the total sample and the relation between B. Ed. grade students using competitive learning style and participant learning style is found significant. And the null hypotheses for these two types of learning style are rejected.

**Table 2. The significance difference between urban and rural students-teacher of B. Ed. with respect to their collaborative learning style**

Groups	Mean Score	Mean Difference	N	SD	SE <sub>D</sub>	t-value
Collaborative Urban	72.54	0.7709	28	8.31	1.93	0.398
Collaborative Rural	71.77		28	11.10		

$H_{04}$ : The Table 2 shows that the mean difference studied, the obtained 't'-value is found insignificant at 0.05 level of significance at  $df = 47$ . Therefore, the alternative hypothesis  $H_4$  (i.e., there is significant difference between collaborative learning style of urban and collaborative learning style of rural student-teachers) is rejected.

**Table 3. The significance difference between urban and rural students-teacher of B. Ed. with respect to their competitive learning style**

Groups	Mean Score	Mean Difference	N	SD	SE <sub>D</sub>	t-value
Competitive Urban	61.75	0.3958	28	10.53	1.92	0.206
Competitive Rural	61.35		28	11.50		

$H_{05}$ : The Table-3 shows that the mean difference studied, the obtained t-value is found insignificant at 0.05 level of significance at  $df=47$ .

Therefore, the alternative hypothesis  $H_5$  (i.e., there is significant difference between competitive learning style of urban and competitive learning style of rural student-teachers) is rejected.

**Table 4. The significance difference between urban and rural students-teacher of B. Ed. with respect to their participant learning style**

Groups	Mean Score	Mean Difference	N	SD	SE <sub>D</sub>	t-value
Participant Urban	75.23	0.91	28	10.02	1.71	0.52
Participant Rural	76.13		28	8.58		

$H_{06}$ : The Table 4 shows that the mean difference studied, the obtained t-value is found insignificant at 0.05 level of significance at  $df = 47$ . Therefore, the alternative hypothesis  $H_6$  (i.e., there is significant difference between participant learning style of urban and participant learning style of rural student-teachers) is rejected.

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## Conclusions

The finding by researcher is clearly indicated that the relation between collaborative learning style of urban student-teacher and collaborative learning style of rural student-teacher is very low. In the same way the result also show that the relation between competitive learning style of urban student-teacher and competitive learning style of rural student-teacher is very low but not as that the relation between collaborative learning style of urban student-teacher and collaborative learning style of rural student-teacher. And the relation between participant learning style of urban student-teacher and participant learning style of rural student-teacher is low but not lower than the relation between collaborative learning style of urban student-teacher and collaborative learning style of rural student-teacher and not more than the relation between competitive learning style of urban student-teacher and competitive learning style of rural student-teacher.

In fine we concluded that though collaborative learning style, competitive learning style and participant learning style are interrelated each other. But there was no significant difference or correlation between collaborative learning style of urban and rural student-teacher, competitive learning style of urban and rural student-teacher and participant learning style of urban and rural student-teacher.

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**STRENGTHENING THE FOREIGN POLICY OF NEPAL IN THE REGIONAL LEVEL****Dr. Shiv Mangal Prasad****Assistant Professor, Ayurveda Campus, IOM, TU, Kathmandu, Nepal****Email : dr-sgivmangal@yahoo.com****ABSTRACT**

The first chapter of this paper will set background of Foreign policy with linking the regional policy. Regional policy are always been kept under the footnotes of foreign policy in Nepal. The traditional concept of foreign policy is changed today where Nepal is not any more curse of being the landlocked countries. It is taken as the “Land Linking Nation” today among the intellectuals. In this part, there shall be examined of genesis of foreign policy analyzing the historical development. Foreign policy is essence of any international relation of nation. Strong foreign policy always strengthens the strong relation among the nation and weak foreign policy always weaken the relation. Nepal is traditionally perceived as Yam between the two giants who are not practical any more in 21th century. Nepal is situated in which areas of globe where there is advent possibility of increasing its trade, taking advantage just by facilitating among these two nations. India in the South side and China in the North side have targeted to increase their trade of covering \$100 billion by end of 2015. Nepal’s independent foreign policy is often challenged by International Community which we encountered in 1953’s when we apply for the member of UN. Some countries made reservation to us for not granting the membership of UN in early. This was not only the political question merely but was also our presence in the international forum. Our presence was not identified and was not significantly covered and meaningful for the other nations. King Mahindra during 1950-1960’s took the Independence and Sovereignty of Nepal as the prime and most focal foreign policy. These ten years time was concentrated to spread foreign policy was of Nepal in the international forum. Mahendra did well work to recognize us via continuing for decade focusing on only the Independence and sovereignty as foreign policy of Nepal. King Mahindra participation in Afro-Asian Conference in Bandung, Indonesia in April 1955 was Nepal’s first foray in the international arena which allowed and assisted us to get admission in UN as member in 1955’s. This was first our exposure to International World and International Community. This conference was positive point for us. Afterwards 1955’s, International Community welcomed Nepal as Independence and Sovereign country. Hereafter, the foreign policy of Nepal was institutionalized. The second chapter of this paper will argue the necessity of regional foreign policy in the 21th century where the China is becoming the first Asian Super power in world and India will be 4<sup>th</sup> superpower by end of 2020. The current bilateral trade among these two countries is over expanding in trillion and trillion. Trade Dependency ratio (TDR) or Trade Deficit with India and China striking for increasing the imbalances inside our countries. Our trade is with India sometimes crosses 65 %, with China 20 %, with EU 5% and with other nation remaining. There is no any specific regional or bilateral policy of Nepalese government to specify its position with these two nations. It is now need to develop strong, sound, realistic and achievable regional policy for Nepal to establish its clear position between these two countries at first and in globe later. The third chapter of paper will develop some recommendation for effective participation and implementation of regional policy of Nepal. This part will also discuss about possibilities of having separate bilateral agreement for the effective protection and promotion of trade and industries via help of these two nations.

**Key Words :** Linking Nations, Trade Deficit, Trade Dependence Ratio, Regional policy and Realistic

**Foreign Policy as Such**

Foreign policy’ refers to the strategies by which a government pursues its national interests through dealings with other countries and international organizations. Foreign policy is closely related to, and often overlaps with, defense policy and overseas trade and economic policy. Foreign policy of each country has been profoundly affected by the process of globalization; this has not translated into

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a substantial erosion of the capacity of the sovereign state to act on the international stage.<sup>1</sup> In fact, by challenging traditional symbols of power in the international system, such as geography and size, globalization has created new possibilities for Nepal to promote its core values and interests externally basically with India and Nepal.

Foreign policy are always been considered milestone of the any nations. The sovereignty of nation is prerequisite for the foreign policy of those particular countries. There is always tension in the international politics or in international relation when we discuss about the sovereignty of a Nation. Sovereignty is also linked with the “Recognition” of that particular nation as “Independence and Sovereign” by the other nations. Once the nation recognize as sovereign and independence, then they have to maintain the relation with the rest of world, for that foreign policy matters. Sovereignty has often been regarded as the enabling concept of international relations. The treaty of Westphalia in 1648 marked the beginning of the contemporary doctrine of state sovereignty. This concept has internal and external dimensions, although the two may coexist to different degrees.<sup>2</sup>

Max Weber said a sovereign state was “an institution claiming to exercise a monopoly of legitimate force within a particular territory”.<sup>3</sup> In other words, a sovereign state is one that exercises supreme, legal, unqualified, and exclusive control over a designated territory and its population. At the same time, the sovereignty of a state requires recognition by other states through diplomatic relations and usually by membership of a comprehensive international organization like the United Nations (UN). Nepal is Sovereign since its inception but UN doesn’t recognize us in 1953’s when we apply for the membership. A matter of fact, active involvement in the international politics was required. Russia made veto power at that time against Nepal.

The doctrine of sovereignty is based on the notion of formal equality between states and the principle of non-intervention in matters that are essentially seen as domestic affairs of a state. It should be added that there are close to 200 sovereign states at the beginning of the 21st century and they vary greatly in territorial size, natural resources, governing capacity and function, military capability, economic strength, size of population and so forth.

World are being globalized today due to advent of Science and Technology. We are coming closer to closer and trying to establish our global governance. In the era of 21th century, the concern of Foreign policy is very serious. The weak diplomats are alarming the nation for the weak enforcement of foreign policy in the other nations. Foreign policy is substantive guidelines but its efficiency and implementation always rests on the effective skills of diplomats which is Nepal is lacking. Foreign policy understanding in the Globalization needs to understand the intensification of interconnections between societies, institutions, cultures, and individuals on a worldwide basis. Globalization implies “a shift in geography” whereby borders have become increasingly porous.<sup>4</sup> There is evidence that exemplifies the Trade of Nepal with Tibet and India had performed without any restrictions. We were so close with these two nations in the past. Our civilization had witnesses the modern form of Globalization in classical era also. The Globalization is not new phenomenon for Nepal. The world seems a smaller place as issues of the environment; economics, politics and security intersect more deeply at more points.<sup>5</sup> As Nepal has been experiencing sea of changes in its internal political, economic and social state of affairs after the successful second pro-democracy movement, the country needs to examine its conduct of foreign policy in the context of those changes and

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<sup>1</sup> Robert G. Patma, “Globalisation, Sovereignty and the Transformation of New Zealand Foreign Policy” Centre for Strategic Studies : New Zealand Victoria University of Wellington, New Zealand (2005) working paper 21/05

<sup>2</sup> John Jackson, “Sovereignty : A New Approach to an Outdated Concept”, American Journal of International Law, Vol. 97, no. 4, 2003, p. 3

<sup>3</sup> Max Weber cited in J. Hoffmann, “Beyond the State : An Introductory Critique” (Cambridge : Cambridge University Press, 1995), p. 3.

<sup>4</sup> Jan Scholte, “The Globalization of World Politics” in John Baylis and Steve Smith The Globalization of World Politics : An Introduction to International Relations (Oxford, Oxford University Press, Second edition, 2001), p. 14

<sup>5</sup> Ian Clark, “Globalization and Fragmentation” (Oxford : Oxford University Press, 1997), p. 15.



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formulate and adopt its foreign policy correspondingly.<sup>6</sup>

Countries size has nothing to do with the sound Foreign policy. It is traditionally perceived that Nepal is smaller in size which is hindrance for institutionalizing its foreign policy. Nepal is not a smaller country - there are more than 100 nations which are smaller than Nepal in size while it ranks 40th among 90 nations in population. We need to develop wholesome attitude while chalking out our foreign policy. Trade, aid and developmental issues have a direct bearing in the formulation of Nepal's foreign policy. We have to hone our diplomatic skills (communicating and negotiating capabilities) to effectively implement foreign policy. The foreign policy is objective phenomenon than the subjective one which means the result gives sound element of foreign policy. Defining foreign policy doesn't work anymore. Another essential element to know about the Foreign policy of any countries is to know about the diplomacy used by them. Nepal since its recognition in the international world is using Track 1 diplomacy in which the State was actively involved. It is time to Promote Track-2 diplomacy,<sup>7</sup> and also the third version of diplomacy Track 1.5<sup>8</sup> – meaning involvement of both government and private sectors jointly in dealing with foreign governments. Our foreign policy was always measured with compare with our neighboring nation as like Sino-Nepal relations will have the four basic characteristics with 'c' – cooperation, competition, confrontation and conflict. The concept of Public-Private Partnership (PPP) must be recognized and furnished by the foreign policy of Nepal.

### **Need for Regional Foreign Policy**

Regional diplomacy has always been a strong element in global diplomacy. But its importance has been increasing due to a number of significant factors, including the changing nature of international relations such as shifting balance of power towards the developing countries and regional blocs, rise of regional economic grouping and trading blocs and increasing interdependence and economic integration of states.<sup>9</sup> Regional diplomacy is essential part of foreign policy which endeavours the strong diplomatic ties with other countries. The countries are realizing the fact that they can easily influence the global economy and power politics making system collectively then can do individually. It has given ample opportunity for the regional blocs and also emergence of strong regionalism.<sup>10</sup> There are four regional organizations or initiatives where Nepal is party and India has taken lead : the South Asian Association for Regional Cooperation, the Bay of Bengal Initiative for Multi Sectoral-Economic Cooperation, the Indian Ocean Rim-Association for Regional Cooperation

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<sup>6</sup> [http://www.sias-southasia.org/new/wp-content/uploads/2013/12/130526\\_Invitation\\_Policy-Discussion-Series-X-Copy-2.pdf](http://www.sias-southasia.org/new/wp-content/uploads/2013/12/130526_Invitation_Policy-Discussion-Series-X-Copy-2.pdf) accessed on 2014/03/25

<sup>7</sup> Track II diplomacy is a specific kind of informal diplomacy, in which non-officials (academic scholars, retired civil and military officials, public figures, and social activists) engage in dialogue, with the aim of conflict resolution, or confidence-building.[1] This sort of diplomacy is especially useful after events which can be interpreted in a number of different ways, both parties recognize this fact, and neither side wants to escalate or involve third parties for fear of the situation spiraling out of control. The informal nature of Track II diplomacy allows serious and potentially dangerous issues to be discussed in an open, non-official forum.

<sup>8</sup> The term track 1.5 to denote a situation in which official and non-official actors work together to resolve conflicts.

<sup>9</sup> Madhu Raman Acharya, "Enhancing Nepal's Foreign Policy in the Regional Arena" published by IFA and Friedrich Ebert Stiftung June 2013, pg- 40. Nepal's largest trade partner and the only transit providing country is India. Leaving the aside the ancient bilateral trade and Nepal's role as an entrepot between India and Tibet, India accounted 95 % of Nepal's trade during the Rana Regime. The 1923 Treaty of Friendship institutionalized and regulated the bilateral relations including trade and commerce. The first trade treaty signed with independent India during in 1950's Treaty of Trade and Commerce providing transit access to Nepal. The Western analyst has started to see prospect in the Asian region. As Western economies struggle to recover from global recession, India multitudes earn it a place alongside China as one of the world's two indispensable emerging markets. India, with 1.2 billion people, half of them under the age of twenty five is expected to overtake China as the world's populous nation before 2025. In good years, India's sprawling economy has shown itself capable of growing as rapidly as China's; in 2006 and 2007, India GDP surged 8.5 %. In 2012, according to the Organization of Economic Cooperation and Development, India likely eclipsed Japan as the world's third- largest economy(Dominic Barton and Noshir Kaka)

<sup>10</sup> Ibid.

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and the Mekong Ganga Cooperation Initiative.<sup>11</sup>

Nepal regional policy is confined with India as first and China as second. But the critics are arguing like India is losing credibility in Nepal. India's regional policy has fallen between the stools of pragmatism and principle. It's time India revisited and rectified it.<sup>12</sup> Nepal's foreign policy always rests on Faith in the UN Charter, adherence to the principles of Non-alignment, the Panchsheel<sup>13</sup>, respect for international law and contribution to world peace constitute the cornerstone of Nepal's foreign policy. Foreign policy is no longer the sole domain of foreign ministries. Other ministries, agencies and bodies have also their vital stake and useful role in it.

The regional foreign policy is being considered as the positive force for the global interdependence. In the modern world, the traditional theory such as Isolative nature of state is not any more meaningful. World are becoming nearer to nearer day by day. Nepal is bordered to the North by China and to the South, East and West by India. On the North side, Nepal has a 1400 km border with China while and on the East, West and South, Nepal has 1700 km border with India. The two neighbor's quest of becoming superpowers in the next 20 to 30 years and incredible economic rise have compelled Nepal to rethink its foreign policy basically regional policy from traditional buffer state mindset towards becoming a vibrant bridge between them.<sup>14</sup> Nepal has to develop its regional policy in such a way where three governments from these three countries can sit and discuss together on equal footing about the development of Nepal. They are today concerning about the Trans Himalaya Security and Economic Cooperation (THISAEC)<sup>15</sup> where Nepal's should stand clearly. It is

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<sup>11</sup> <http://us.macmillan.com/indiasforeignpolicyandregionalmultilateralism/ArndtMichael> accessed on 2014/03/04

<sup>12</sup> <http://www.navhindtimes.in/opinion/india-s-regional-policy-needs-relook> accessed on 2014/03/26

<sup>13</sup> The Five Principles of Peaceful Coexistence, known in India as the Panchsheel Treaty (from Sanskrit, panch :five, sheel :virtues), are a set of principles to govern relations between states. Their first formal codification in treaty form was in an agreement between China and India in 1954. They were enunciated in the preamble to the "Agreement (with exchange of notes) on trade and intercourse between Tibet Region of China and India", which was signed at Peking on 29 April 1954.[1] This agreement stated the five principles as : Mutual respect for each other's territorial integrity and sovereignty, Mutual non-aggression, Mutual non-interference in each other's internal affairs, Equality and cooperation for mutual benefit and Peaceful co-existence.

<sup>14</sup> National Planning Commission and Institute of Foreign Affairs, "From a buffer towards a bridge" Nepal's new Foreign Policy Agenda (2013), pg-01, India is rapidly moving in the international communities in the sector of trade and commerce. Indian economics based think tank are arguing that there will be no any countries in the South Asia by the end of 2020 to compete with the India even in Nuclear power. The rate of development and economic growth is unparallel to any nation of world. Most of India's wealth is generated from its cities and towns. Urban India accounts for almost 70 % of the country's GDP. But almost 70 % of its people are still live in poor or rural India. As a consequences, Ashutosh Varshney of Brown University, "for politicians, the city has primarily become a site of extraction, and the countryside is predominantly a site of legitimacy and power. The countryside is where the vote is, the city is where the Money is" (Fareed Zakaria, the Rediscovery of India) the rising economics prowess of India and China has made them economic powerhouse of world not just to Asia. With their high economic growth rate contributing to nearly half of the world's GDP growth, India and China have become powerful engines of growth in the world economy, which is still sluggish following the financial and economic crises of 2008-09. Their hard power (Political, Military, Demographic and Economics) as well as soft power (civilization, culture and Diaspora) make India and China as emerging new powers, which have shifted the Balance of power (BOP) towards Asia and towards the developing countries. Recently emergence of BRICS, including India and China, also highlight their significance in the global scene. Nepal must learn lesson from its neighbored. Even their demographic are becoming the dividend for the nation but here is curse for the sustenance of countries.

<sup>15</sup> Emmott B., Rivals, "How the Power Struggle between China, India and Japan will shape our Next Decade", London Penguin (2008). The relationship between India and China has long been one of the most understudied great power complexes in international affairs. A increasingly common argument posits that India and China, as rising Asian and global powers, are natural competitors whose proximity and zero-sum interests are creating tensions that will make it extremely difficult to avoid sustained strategic rivalries. While few analyst fully subscribe to the "CHINDIA"(it is coined by Goldman Sachs in a 2001 report entitled, " the World Needs Better economic BRICs" thesis, there is some substances to the co-operation and mutual benefit. Nepal will be adversely affected by any smell of confrontation between these two countries. Nepal must take lead role to maintain equal distance or equidistance with these two neighbors'. The I.K. Gajurel doctrine must be review today which is non-reciprocity famous for Doctrine of Gajurel.

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also compelling us for revision of our regional policy.

Political stability inside Nepal is concerning feature of these two countries foreign policy. A key objective of India and Chinese strategic policy is the maintenance of a stable international environment which is conducive for the trade and internal development.<sup>16</sup> The realist school of thought in international relation hypothesizes that states are primarily driven by security concerns and compete for power in order to survive in anarchic world. Both India and China are declared as nuclear powers and their conventional and nuclear capabilities are growing along with their economic muscles. Mutual hostility between these two countries could escalate any time in future. Nepal must consider these possibilities in coming days. We must affirm these two Nation that there is no any possible threat from our border or via our land.<sup>17</sup>

India is our strategic partner since time immemorial. Nepal's foreign policy is always been guided by the foreign policy of India and we shall see some similarities between these two countries foreign policy. India is revising their regional policy nowadays. They are also reviewing their regional involvement since 1947. A recent report says that "Non Alignment 2.0 : A Foreign and Strategic Policy for India in the Twenty First Century", a future policy of India must be centered on three "core objectives" : "To ensure that India did not define its national interest or approach to world politics in terms of ideologies and goals that had been set elsewhere; that India retained maximum strategic autonomy to pursue its development goals; and that India worked to build national power as the foundation for creating a just and equitable world order".<sup>18</sup> Nepal's needs to review its regional policy with India since 1950's and should give clear stand on it. Nepal shouldn't act herself as puppet or platform for the Indian foreign policy. India and China are becoming close to each other which is being time and time proven by their increasing trade volume, their soft power and their hard power. Nepal needs to identify its soft power because the hard power will not make any sense to these two countries. Nepal's can't challenge the military and economic strength of these two nations. Nepal's must develop attractive soft power as key of regional foreign policy.

Another urgency of Nepal's regional policy is with China. China and Nepal has very relation of sweet and sour in history. Recently, both these nation has agreed on some basic points where the Chinese interest are considered must priority for our foreign policy. Nepal has established Consulate General's Offices in Hong Kong and Lhasa and an honorary consul has been appointed in Shanghai. Our bilateral relations have always been marked by friendliness, mutual support, understanding and appreciation of each other's aspirations and sensitivities. Both China and Nepal abide by the ideals of the Five Principles of Peaceful Co-existence. Nepal and China are supporting each other in many regional and international forums, including the United Nations. Nepal has always been upholding 'One China' policy and is committed not to allow Nepalese territory to be used against our friendly neighbor China's core interests.<sup>19</sup> Nepal's China policy must be reviewed today. China is not now as it was in past when we formulate our regional or foreign policy with China. Foreign policy is not only confines with the relationship maintenance but also the mutual benefit from it. We should revisit our old policy with China. China must consider the interest of Nepal while concluding trade agreement with India. China must assist for the establishment of independent recognition and stand of Nepal in the International forum. China should stop looking their sole interest with our regional policy.

Some of the meaningful consideration for addressing the Nepal's Regional Foreign Policy :

- In the U.S. A. Strategic guidance released in January 2012 has said that USA has shifted its strategic interest and priorities from the Atlantic to the Pacific, including the East and South Asia where these two giants are being situated. "U. S. economic and security interest are inextricably linked to developments in the arc extending from the Western Pacific and East Asia into the Indian Ocean region and South Asia, creating a mix of evolving challenges and opportunities. Accordingly while the US military will continue to contribute to security globally, we will of

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<sup>16</sup> D.S. Rajan, "India- China connectivity : No Need to Hype" paper no 3889 (South Asia Analysis Groups) 2010

<sup>17</sup> Ibid

<sup>18</sup> <http://pinpointpolitics.co.uk/can-non-alignment-2-0-be-the-future-of-indian-foreign-policy/> accessed on 2014/03/04

<sup>19</sup> <http://www.mofa.gov.np/en/nepal-china-relations-78.html> accessed on 2014/03/04

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necessity rebalance toward the Asia-Pacific region”<sup>20</sup> India is reformulating her bilateral ties with US and also ties with China to walk in line with changing scenario of world politics. We are secured in the sense that US have never shown her interest in Nepalese soil directly but have been played with Indian card. Nepal also needs to reformulate its bilateral ties with US independently.

- The growth of China’s military power must be accompanied by greater clarity of its strategic intentions in order to avoid causing friction in the region. The United States will continue to make the necessary investments to ensure that we maintain regional access and the ability to operate freely in keeping with our treaty obligations and with international law. Working closely with our network of allies and partners, we will continue to promote a rules-based international order that ensures underlying stability and encourages the peaceful rise of new powers, economic dynamism, and constructive defense cooperation.<sup>21</sup> US try to play with China via using the India play card. Well dominance in South Asia and the bilateral series of Agreement with India shall challenge the growing economic power of China. The hidden interests of US with India are to make Balance of Power with China via representation of India.
- There are some established forums where Nepal can strengthen its internal capacity. Such as, in SAARC, Indian diplomat J. N. Dixit has written that “time has come for the SAARC not shy away from becoming a forum for discussion on political issues which afflict then countries in the region”<sup>22</sup> This forum shouldn’t limit to trade and co-operation in this regional level but must be favorable platform to discuss each countries internal political conflicts. Nepal has witnessing its prolonging political instability which is adversely affecting the entire development, diplomatic relations and our strong neighbor relations. It has been seen that, internal instability hindrances for the external strengthen.
- Lastly, Nepal must develop her regional policy considering all socio, cultural and political condition. It is time to reformulate its bilateral or multilateral ties with international community. We need to depart ourselves from the conventional ideas of foreign policy. Again, the worlds are going to strive for the security concern as many decades earlier realist theorist had argued. Nepal has good time during the CA working; easily new foreign policy and regional policy can be endorsed and also induced in the political mind. Our traditional foreign policy will not work anymore in advanced era and globalized time.

## Conclusion

Regional Associations are working very smoothly than any other global Associations. International communities have felt that active participation in regional level can addressee a lot than they can perform individually. It is compulsion for a country like Nepal to strengthen her regional, sound and effective policy. Nepal has very strong historical, political, social and economic ties with our both neighbor. We have successfully kept these two neighbors in equidistance which is our strong achievement of traditional foreign policy. These two countries are not any threat-full to each other and they are urging to be closer and closer. Nepal can’t play her conventional foreign policy nowadays because our peaceful presence shall affect their trade and commerce. Nepal has to develop its 21<sup>st</sup> century suited foreign policy where Nepal shall get advantage of being Land Linking Nation.

Western countries have shifted their eyes from Pacific to Asia and strictly to India and China. Any disturbances to these two countries negatively can affect to Nepal’s position. We are witnessing number of loopholes since time under our regional policy which is continuing till date. We have to reformulate our regional foreign policy in trade, commerce, in diplomacy, in regional involvement and many others. Nepal’s should present herself very strong in upcoming time while participating in regional forums. Nepal also should take lead to some of the regional forum. Nepal should again remind our neighbor to support for the “Zone of Peace Proposal” which was stored somewhere. We must play determining role for reshaping our regional foreign policy. Hence, we should rethink our regional foreign policy in 21<sup>st</sup> century basically when India and China is going to be superpower in world. Our political stability is also hindering us for strengthening our regional policy. So we should

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<sup>20</sup> Sustaining U.S. Global Leadership : priorities of 21<sup>st</sup> century Defenses, department of Defenses, January 2012 available on [http://www.defense.gov/news/defense\\_strategic\\_guidance.pdf](http://www.defense.gov/news/defense_strategic_guidance.pdf)

<sup>21</sup> Ibid.

<sup>22</sup> J. N. Dixit, “Indian Foreign Policy and its Neighbors”(2001)

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maintain our political stability.

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**E-SUVIDHA IN HIGHER EDUCATION UNDER E-GOVERNANCE SCHEME****Gaurav Sachar****Assistant Professor, Divya Shiksha Gurukul College of Education for Women, Punjab****Email : gauravsachar2012@yahoo.in****ABSTRACT**

‘Governance’ and ‘Regulation’ are the words which have become more fashionable over the last two decades under the influence of World Bank policy led growth and economic development. Earlier, the words used in similar connotation were ‘administration’ and ‘control’ which symbolized the prevalence of state led development process. On the other hand, governance and regulation are consistent with market based liberal economic system where state commandments play smaller role. Today the key challenge before universities particularly in the developing countries like India is management of Universities. The effective management of universities essentially depends on efficient management of the higher education and its staff. And all this can be achieved by providing the e-services to the students, teachers and the staff members. Almost all institutes of national importance and leading universities in India are offering e-services to students. Some state governments have also initiated for facilitating e-services to students. AICTE is already online for permission to colleges and institutes. The students of higher and technical education require important information regarding universities, colleges, courses for their graduation, post graduation and doctoral studies. They also need information about competitive examination, employment and self employment. But not all this information is available at one place and at one time. To get the required information student has to spend his efforts, time and money. Considering these problems it is necessary to avail these services and education of the 21<sup>ST</sup> century to students at low cost and at any time with minimum efforts.

**E-Governance**

The UNESCO definition ([www.unesco.org](http://www.unesco.org)) is : “e-Governance is the public sector’s use of Information and Communication Technologies (ICT) with the aim of improving information and service delivery, encouraging citizen participation in the decision-making process and making government more accountable, transparent and effective”. e-Governance involves new styles of leadership, new ways of listening to citizens and new ways of organizing and delivering information and services. E-considered as a wider concept than e-government, since it can bring about a change in the way citizens relate to governments and to each other. e-Governance can bring forth new concepts of citizens, both in terms of citizen needs and responsibilities. Its objectives is to engage, enable and empower the citizen.

**Educational E-Governance**

Educational e-Governance means governance of various educational activities in university and colleges in electronic way. It includes management of academic and administrative activities.

**Government Initiative towards E-Governance**

Government of India has serious thought on problems faced by students and decided to avail e-suvidha to students of higher and technical education in India from 2006 at moderate cost of Rs. 50 per year.

This effort has not only made available useful services at low cost to students but also e-suvidha has bridged the gap of urban and rural student by providing equal opportunity to them. Even the state has issued a government resolution for detailed implementation of e-suvidha scheme for students at universities and college, which would provide the necessary infrastructure for online services and start entering data of their admitted students, teachers and other administrative data. It helps for creating to new paradigm in education and for development through universalization and integration of information technology in teaching, learning and educational management process is particular and socio-economic transformative process in general for example Maharashtra Knowledge Corporation Limited (MKCL) has trained 60 lack students in information technology under its Maharashtra state-Certificate in IT program. MKCL is offering e-suvidha facility in university and

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colleges in Maharashtra under its Digital University, Digital College and Digital Directorate frameworks. Digital University is integrated e-Governance solution for administration of university colleges and student life cycle.

As on today various services are provided by the e-suvidha like e-suvidha to 12 universities, 4000 plus college and 22 lack plus students. In April 2011, Government has decided to go beyond state universities and instructed to all universities including deemed universities and autonomous institutes in the state to adopt e-suvidha scheme for providing various academic and administrative services. This will enlarge the span of e-suvidha in the state.

### **Services Under E-Suvidha Scheme**

Digital University offers various facilitation services including Information services, learning services, Administrative and Facilitation Services, Participative and Collaboration services.

These services are also available to the students at highly sophisticated 'Students Facilitation Centres' i.e. SFC established at University Campus, sub campuses, specific colleges at taluka and district level. To avail these enormous services, a student has to login to the Digital University Portal of his/her own university with a 'Login Id' and 'Password'. After successful registration with the university, student will also get a 16 digit PRN i.e. Permanent Registration Number that will be unique across all universities in India.

These services will facilitate availability of general and personalized information to all the students on the portal which is maintained by the University itself, through the Digital University software framework.

The Information services include Information about-University and its Departments, Officers, Authorities, and Committees of the University, Affiliated Colleges/Recognized Institutes of the University and their Accreditation and Recognition Status, Academics : Faculties, Courses, Syllabi, etc., Admission : Rules and Regulations for various courses, Scholarships and Concessions and other schemes of the Government, Educational Loan Scheme, Awards and Honours (by and to University), News and Events, Circulars, Government Resolutions, Notices, CO-curricular and Extra-curricular activities, Competitions and Awards, 'Easy' (Employment Assistance Services to Youth) jobs, Competitive Examinations etc.

The learning services intends to include Learning Management System, Content Management System, Distributed Classroom, Online Evaluation System, Assignment Management System, Question Banks and Model Answers, Project Reports, New Project Ideas, Personality Development, Business English, Soft Skills, Profiling Tests, Webcasts, Video Lecture Streaming etc.

Administrative and Facilitation Services will facilitate availability of following personalized administrative and facilitation services to the students-Personal profile Update, Eligibility Processing, Application for Examination Schedules, time tables, centres and venues, Examination Hall Ticket, e-Statement of Marks, verification and Re-valuation, Convocation, Issue of Migration Certificate, e-Transcript, Status of various applications, progression record from admission to convocation, Syllabi, List of Recommended Books, references, Contact Session, Time Table, Personalized Alerts, Notices, Calendar, Planner, Organizer, Messaging Services amongst students and teachers Selection of contact session centre, Complaint registration etc.

### **Benefits of E-Suvidha Scheme**

#### **Benefits to University :**

- Reduction of load on campus administration.
- On schedule, hassle free cycle from admission to results.
- Lifelong electronic data for instant retrieval.
- Optimized and re-engineered processes.
- Increase in student enrollment ration.

#### **Benefits to Colleges :**

- Student data capture at source.
- Integrated electronic data exchange with university.
- Automation of campus administration.

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- Saving of hidden operational costs.
  - Instant statistical report generation.
  - Helpful for NAAC/NBA accreditation.

#### **Benefits to Students :**

- Personalized login for each students.
- Substantial saving in time, cost and efforts.
- Information and transaction services.
- Job opportunity and carrier advancement opportunity.
- Social connectivity for collaboration.

#### **Challenges for E-Suvidha Scheme**

Staffan Lindell of Intelligent or HB Sweden in his paper – Students as e-Citizens-Deriving Future Needs of e-Services for Students states that, “e-Services for students are rapidly becoming more commonplace, but there exists a problem with the way that these e-services are being developed. They are made today from the perspective of the organization and as such the accessibility for the student is hampered. A student has to remember several different sets of login requirements just to go about the daily life. The problem that is created by this organizational way of thinking is illustrated through the fact that students sometimes forego the e-services and uses a manual variant instead. It takes up a lot of time just to move between the different locations of the e-services and the multitude of logins creates a barrier which the student has to overcome in order to access the e-service they want”.the following are the challenges for implementation of e-Suvidha in some colleges are

- Insufficient availability of required hardware and networking setup,
- Insufficient or poor availability of internet,
- Insufficient of trained manpower in non teaching staff for e-suvidha centre,
- Non teaching staff not willing to learn and use e-suvidha,
- Continuous power supply is not available at colleges,
- Additional sources of electricity are not available,
- Students are not internet savvy,
- Colleges are depending on local MKCL centers for offering e-suvidha,
- Computer and internet illiteracy among stakeholders.

#### **Conclusion**

The e-Suvidha to students of higher and technical education is very appreciable initiative of Government. In six years of existence, the scheme has covered 22 lack plus students for various academic, administrative, job and training related issues but also prepared these young minds for becoming e-citizen. This way they can easily become part of globalized world and can benefit from it. There are some challenges regarding like e-readiness etc. The efforts of Government, universities and colleges can help in overcoming the challenges. As Government has trying to bring deemed universities and autonomous institutes under the e-suvidha scheme, in near future a big number of students will be benefitted from the scheme. Also crossing the state boundaries e-Governance has implemented Digital University framework in some universities in Gujarat and Rajasthan, giving good sign of covering the country wide institutes of higher education under e-Governance.

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**ENVIRONMENTAL PROBLEMS ENCOUNTERED BY THE SC/ST ADOLESCENT STUDENTS IN PURSUING HIGHER SECONDARY EDUCATION IN ADI-DRAVIDAR WELFARE SCHOOLS LOCATED IN RURAL AREAS OF TAMIL NADU STATE**

**Dr. P. Suresh**

**Assistant Professor in Education, St. Grace Lilian College of Education, Salem, Tamil Nadu**

**Email : sureshsuriya55@gmail.com**

**Dr. K. Jayaraman**

**Assistant Professor, Department of Educational Technology, Bharathidasan University**

**Tiruchirappalli, Tamil Nadu**

**Dr. K. M. Rajendiran**

**Principal, Nandha College of Education, Perundurai, Tamil Nadu**

**ABSTRACT**

The present study was to investigate the school problems encountered by the SC/ST adolescent students in pursuing higher secondary education in Adi-Dravidar welfare schools located in rural areas of Tamil Nadu state. The sample consisted of 803 higher secondary school students of whom 401 are male and 402 are female from only Adi-Dravidar welfare higher secondary schools through purposive sampling technique, Percentage test were used to analysis the data. The major findings were that most of the problems of SC/ST students face more problems in Environmental dimension, the highest level of problems occur in the Environmental dimension.

**Introduction**

In Tamil Nadu state, the higher secondary schools students face many problems, particularly the students of Adi-Dravidar Welfare higher secondary schools located in rural areas students face many problems, to get their higher secondary education and those problems are focused on School. This aspect are considered as basic factors which influence the various problems of SC/ST students studying in Adi-Dravidar Welfare schools located in rural areas of Tamil Nadu.

**Need for the Study**

In the present world, problems commonly appear everywhere. But these problems make downtrodden people to suffer a lot, particularly the children belong to the downtrodden groups like SC/ST struggle a lot from the childhood stage. Their sufferings make them enter in struggle for existence. In this context, this kind of research study is needed to estimate the intensity of the problems of SC/ST students at higher secondary level.

Particularly when SC/ST students come up in studies, they face numerous problems in getting education in schools and higher education institutions and these problems lead them to have inferiority complex and other social and psychological problems. In order to avoid these problems, the study is needed one in the present context.

The present study is a needed one to help SC/ST students to enhance their level of awareness on getting, pursuing education at tertiary level. By conducting this kind of research study, SC/ST students may reveal their problems, necessities and there by their needs and necessities may be fulfilled. In this study, the importance is given to various problems related to school dimensions. After getting response from the SC/ST students, the severe problems related to school can be easily traced out and the same can be rectified and therefore, the present research study is a needed one in the present context. The study may identify the educational problems and psychological problems of SC/ST students. By knowing their problems, Educationist, Psychologist may make an attempt to develop their educational status and the solution for the above problems may kindle the student's interest in learning and thereby they can improve their knowledge.

In school environment, most of the downtrodden students like SC/ST are given chance to expose their talents and skills. Even if they want to express their talent, they will not be allowed by others. In this context, this kind of study may give suggestions to educationist and school management

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people to change their attitude and have benevolence to allow downtrodden children to performance their abilities like other children.

### **Significance of the Study**

The present study on problems encountered by the SC/ST adolescent students in pursuing higher secondary education in Adi-Dravidar Welfare schools located in rural areas of Tamil Nadu state is considered as an important study, because it identifies SC/ST students educational status, problems in the school environmental and thereby students struggle can be traced out by the investigator for offering fruitful suggestions to solve them.

The study also identifies the reasons for SC/ST student's dropout in the present situation at the same time the study may help to identify the possible progressive activities to develop the downtrodden community of SC/ST students.

Further, the study may help educationist, social workers and social reformers to create awareness on the part of the students to enhance their community development by availing the facilities that are offered by the government and other private organizations.

In educational point of view, educationist can play their effective role by identifying the needed technique to give effective and useful education to promote SC/ST students educational status. In the process of curriculum construction, the need based curriculum may be framed for downtrodden communities and thereby they can make use of the education in their own practical life.

### **Objectives of the Study**

- i) To identify the Environmental problems of SC/ST higher secondary students studying in Adi-Dravidar Welfare schools located in rural areas of Tamil Nadu.
- ii) To find out the extent of intensity of Environmental problems of SC/ST higher secondary students in Adi-Dravidar Welfare schools.
- iii) To identify the level of Environmental problems.
- iv) To offer recommendation and solution to solve the problems of SC/ST higher secondary students in Adi-Dravidar Welfare schools located on rural areas of Tamil Nadu state.

### **Hypotheses of the Study**

The following hypotheses were formulated to give proper direction to the present study.

- i) There are many numbers of problems faced by the adolescent SC/ST higher secondary students of Adi-Dravidar Welfare schools in Environmental dimensions.
- ii) The responses of adolescent students in different problems in Environmental dimensions.
- iii) The adolescent SC/ST students problems are at higher secondary education level are at high level.

### **Research Method**

The present study aims at identifying understanding the problems of the SC/ST adolescent's students. To study the present problems, the normative survey method was employed. Questionnaire is the major tool used to collect relevant data from the students of Adi-Dravidar Welfare schools located in rural areas of Tamil Nadu state. Among two major types of survey methods, the cross sectional survey method was selected to study the problems of SC/ST students.

### **Research Tools : Questionnaires**

In the present study, questionnaire was employed as tools to collect the data from the respondents. The questionnaire is the most effective tool in survey method. Questionnaires enable the researcher to collect both quantitative and qualitative information. It is constructed in an earliest way and less expensive for administration. The person administering the questionnaires has an opportunity to establish rapport, with SC/ST students to explain the meaning of items. It is possible to administer a large number of questionnaires among the respondents and it is fairly easy to tabulate and analyse the data. Because of these reasons, questionnaires were considered as appropriate tool for the present study.

### **Questionnaires used in the Present Study**

The questionnaire employed to collect relevant data from the respondents in the present study

is given below. A questionnaire on “identification of Environmental problems encountered by the SC/ST adolescent students in pursuing higher secondary education in Adi-Dravidar Welfare schools” (Suresh, 2011).

### **Description of Research Tool and Scoring Procedure**

The research tool used in this study has 6 items and these items were classified in Environmental dimensions. Environmental dimension of problems inside the six problems were selected.

The intensity of the problems are measured by five point scale in which scaling points are given as not at all, very little extent, little extent, some extent, greater extent, and the score are given as 1, 2, 3, 4, 5.

### **Population and Sample**

The present study covers the learning SC/ST Adolescent Higher secondary students. Who are pursuing their studies at plus one and plus two levels in the Adi-Dravidar Welfare schools located in and around Tamil Nadu state. The total sample selected for this study is 803 and these samples were selected from 18 rural Adi-Dravidar Welfare schools by means of purposive sampling technique.

**Distribution of Sample : Government Adi-Dravidar Welfare Higher Secondary Schools**

<b>Sl. No.</b>	<b>Schools selected for the Study</b>	<b>Number of Students Respondents</b>
1.	Ariyalur District	49
2.	Villupuram District	44
3.	Nagapattinam District	50
4.	Kanchipuram District	49
5.	Sivagangai District	49
6.	Tiruchirappalli District	36
7.	Theni District	49
8.	Karur District	52
9.	Madurai District	48
10.	Kadalur District	33
11.	Salem District	49
12.	Viruthunagar District	49
13.	Thiruvallur District	34
14.	Namakkal District	38
15.	Tirunelveli District	33
16.	Vellore District	43
17.	Tanjavur District	49
18.	Pudukkottai District	49
<b>Total</b>		<b>803</b>

### **Data Collection**

The Data collection process was obtained by getting necessary permission from the authorities and data were collected. Before Administering the research tool to the students, to the purpose of the study was explained to them and then the objective data were collected from the students. The investigator gave assurance to the students that the collected data will be kept in at most confidential and these data will be used for only research purpose. No time limit was given and attempt was made to Identify the threats to internal validity and appropriated meaning were taken to ensure objectivity also.

## Percentage Analysis

**Table 1. Distribution of overall percentage scores of SC & ST adolescent students problems and their percentage of problem in various dimensions such as Environment aspect**

Sl. No.	Category (Overall) Environmental Problems	School related Environmental needs % in Individual Problems					
		Unfavorable Environment	Living with Drug Addiction	Not Motivate	Peace Less condition	Noise Pollution	Unhygienic Environment
1.	68.12	69.25	65.04	65.73	63.25	74.32	71.19

The above table reveals various percentages of Problems in Environmental aspect that are given below :

1. The problem related to noise pollution (74.32), unhygienic environment (71.19) and unfavorable environments (69.25) are above the overall percentage level to Environmental problem.
2. The problems such as living with Drug addition (65.04), Not getting motivation (65.73) and Peace less condition (63.25) are below the overall percentage level of environment problems. However all the level of problem in environmental aspect are above the average level.

## Findings of the Present Study

The higher intensity of SC & ST problems occur in the environment aspects in connection with noise pollution unhygienic environment and unfavorable environment. However the overall percentages of environmental problems are to found to be 68.12.

## Suggestions

1. The quarrels of the parents will disturb the children's education; therefore, parents should strictly avoid quarrelling in front of their children.
2. Teachers should not use the name of community among the below poverty and planned family SC/ST students.
3. The government should take special measure to remove the communal discrimination among the students.
4. The SC/ST educated parents at least once in a month should go to school and enquire about the attendance and the progress of their children.
5. SC/ST parents should also help their children to get education for their progress.
6. The school management should give equal chance to SC/ST students to participate in sports and cultural programs.
7. Upper caste students should associate with SC/ST students without caste discrimination. They should help SC/ST students when they have doubts in their studies.

## Scope for Further Research

On the basis of the outcomes of the study, the following topics are suggested for further scope for the research in this area of study.

1. In this study, only a few community variables are selected. Comprehensive analyses may be done by incorporating more community variable.
2. In this study, only the students studying in Adi-Dravidar Welfare higher secondary schools are covered. There is a need to cover the learning at tertiary level. Therefore, a separate study may be conducted taking students at tertiary level as sample.
3. The impact of SC/ST adolescent student's family may be investigated.
4. The role of the school in SC/ST Adolescent student's problems may be studied.

## Conclusion

The development stage of adolescent stage is considered as storm -stress period. In this stage students are having more stress and struggle a lot. Particularly students belong to the communal categories of SC/ST group's face problems related to Environmental in addition to other problems of adolescent stage. These problems actually make students to struggle for survival and they hinder their development also. In order to avoid these problems, the investigator made attempt to conduct the present study and offered fruitful suggestions in order to prevent them. The present study reveals that

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the SC/ST students in Adi-Dravidar Welfare schools face the highest intensity of the problems in the dimensions of Environmental.

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## **EFFECT OF COMPUTER ASSISTED INSTRUCTION ON ACHIEVEMENT IN ECONOMICS IN RELATION TO ATTITUDE TOWARDS TECHNOLOGY AND STYLE OF LEARNING AND THINKING**

**Gourav Mahajan**

**Assistant Professor, Sri Sai College of Education, Badhani-Pathankot**

**Email : gaurav.pse@gmail.com**

### **ABSTRACT**

The world, today, undergoes the process of reshaping and restructuring in many aspects due to numerous reasons. Many alterations and modifications have been experienced during last two decades. The two powerful factors attributed to these changes are globalization and advancements in the field of science and technology. Among the array of tools of technology to be used in education, the computer is the most promising one because of its multiple benefits like easy presentation of content, keeping of record of students, retaining the lessons for future use, easy to use, familiar gadget and so on. The supporters of computer assisted instruction (CAI) highlighted the many benefits of CAI. CAI facilitates learning as the use of computer in instruction motivates learners to a large extent and the motivation leads to higher achievement. The investigator desired to explore the effect of CAI on achievement in Economics, hence, the present study was undertaken. The Pretest- Post test Control Group experimental design was used. The control group was taught with the conventional teaching method (CTM) whereas the experimental group was exposed to computer assisted instruction (CAI). For the present study, the five senior secondary schools affiliated to C. B. S. E. were selected by purposive sampling. A sample of 200 students of Economics of XI class was chosen from the selected schools. The study revealed that the students taught through conventional teaching method were found to be high achievers as compared to those who were taught through CAI.

### **Introduction**

The world, today, undergoes the process of reshaping and restructuring in many aspects due to numerous reasons. Many alterations and modifications have been experienced during last two decades. The two powerful factors attributed to these changes are globalization and advancements in the field of science and technology. They are considered to be powerful because their influence has been noticed in almost every walk of society. To name some are industry, pharmacy, agriculture, business houses, manufacturing and also, the education. However, these technologies proved to be most advantageous for the field of education (Mahajan, 2012). To develop in students the necessary knowledge and the skills for effective functioning in today's technology based society the educational institutes must assume a leading role (UNESCO, 2002).

Technology can help facilitate the knowledge-constructed classroom. A number of researchers (Jaber, 1997; Altun, 2003) views computers as having an influential effect on the teaching and learning processes. They state that with the use of computers in the classroom, schools would become more student-centered and that more individualized learning would take place than ever before. To expand our knowledge of, "How to use technology as a pedagogical tool," we must understand how computer-based tools can be well used.

In the student-centered classrooms of today, with the aid of the computer, students are able to collaborate, to use critical thinking, and to find alternatives to solutions of problems (Jaber, 1997). But the shift from teacher-centered delivery to a student-centered model potentially leads to a resistance in change. Student-centered teaching is challenging educators to restudy their teaching methods and student learning methods (Jaber, 1997). Research done by Mastropieri, Scuggs & Shiah (2010) indicates that computers can be used in collaboration for all subject areas, but that teachers have to take into account the different styles of teaching and the students involved in this learning.

Advocates of CAI (Chaika, 1999; Reeves, 1990) claim that using CAI enhances learning through the overall positive motivational factors associated with technology integration into the curriculum. These CAI supporters indicate that CAI improves achievement through increased motivation. Cotton (2000) claim in his extensive research reviews that CAI boosts positive attitudes of students toward learning. Similarly, in a meta-analysis of 500 studies, Kulik (1994) found that CAI

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increased the positive attitudes of students toward learning, which resulted in increased learning. Other researchers note that CAI improves school attendance. Only a few researchers report conflicting research on student motivation and CAI. It appears that more researchers conclude that positive motivation toward learning results from CAI.

### **Computer Assisted Instruction**

Computer Assisted Instruction (CAI) can be referred to as a self-learning technique usually offline/online, involving interaction of students with programmed instructional materials. CAI is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. CAI uses a combination of text, graphic sound and video in enhancing the learning process (Adeyemi, 2012).

Computer Assisted Teaching is transferring instructional content and activities to students via computers. Here, computers are tools which complete and strengthen the system, they are not alternatives which replace teachers in teaching process (Demirel, 2003).

The Association for Education Communications and Technology (1977) has defined computer-assisted instruction (CAI) as a method of instruction in which the computer is used to instruct the student and where the computer contains the instruction which is designed to teach, guide, and test the student until a desired level of proficiency is attained.

Wright (1994) defined CAI as 'a learning environment characterized by instructional interaction between computer and student... [The teacher] sets up the learning environment, ensures that each student has the necessary skills to engage in a particular cognitive activity, and adjusts the learning activities according to the students' needs.

CAI, thus, is a self instructional device with the principle of automization. It is an effective medium and an indispensable aid in the teaching learning process. The instructional process carried out with the help of computer is known as Computer Assisted Instruction. It is not merely a sophisticated type of programmed instruction but a different kind of instruction together. Computer technology is likely to influence education enormously and can play an important role in enhancing the teaching-learning process. CAI is perhaps the best, because it offers : •Individualised Instruction, •Effective Interaction with the Learner, •Immediate feedback.

In computer-assisted teaching, it is essential that computers be included in the process of teaching as complementary tools, rather than temporary alternatives (Demirel, 2005). Cotton (2000) reviews 35 studies related to the use of CAI conducted throughout the 1980s, when the programs were popular. Overall, results were encouraging. When compared to students receiving only traditional, teacher-direct instruction, students who had the teacher instruction supplemented by CAI were found to learn faster – sometimes as much as 40 percent faster – and had better retention rates (measured through higher scores in delayed tests. Collier (2004) described that instruction supplemented by properly designed CAI is more effective than instruction without CAI.

A major advantage of CAI is that, by necessity, it requires the student to be an active participant in the learning process. It is not only possible, but necessary for the student to interact with the computer or else nothing will happen. Many benefits are perceived by the inclusion of technology in the classroom; however, it is essential that educators remember that CAI is only a tool that is accessible for educators and students to enhance not replace the traditional classroom presentation of concepts to be learned (Beechler & Williams, 2012).

### **Effect of CAI on Academic Achievement**

Computer-Assisted Instruction (CAI) is among the range of strategies being used to improve student achievement in school subjects. Programs for CAI have come a very long way since they were first developed over two decades ago. In considering the use of CAI as an intervention or instructional material some research studies have indicated that the use of CAI improved student achievement for the following : mathematics and reading of low achieving students in 5th grade (Cepni, Tas & Kose, 2006); verbal and language skills of preschoolers (Shute & Miksad, 1997); early academic skills of preschool students with disabilities (Hitchcock & Noonan, 2000). Yusuf and Afolabi (2010) found CAI as an effective mode of instruction for teaching Biology to secondary school students both in individualized and cooperative settings. Singh (2010) demonstrated that simulation mode is more effective than tutorial and drill and practice modes of CAI for teaching science to 9th grade students.

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Hancer and Tuzemen (2008) found CAI more effective as compared to traditional method for teaching science at primary school level.

Regarding the use of computers to assist young children in learning, research suggests that computers foster positive attitudes towards learning (Clements, 1987). In contrast, another group of studies has found no effects of CAI on the following : writing skills in a business communication course (Wedell & Allerheiligen, 1991); a fundamentals of mathematics course (Ford & Klicka, 1998); critical thinking skills of nursing students (Saucier, Stevens & Williams (2000); and the multiplication skills of elementary students with learning disabilities (Wilson, Majsterek & Simmons, 1996).

Research studies offer contradictory and inconsistent conclusions regarding impact of technology on achievement in Economics. Certain researches have indicated positive impact on achievement in economics (Agarwal and Day,1998; Grimes, Sanderson and Ching, 1997; Sosin, Blecha, Agarwal, Bartlett & Daniel, 2004). However, it has also been reported by other studies that improvement in learning outcomes is not associated with the use of technology in teaching economics (Haley, 1991; Parris, 2002; Terry, Lewer & Macy, 2003). It prompts the researcher to investigate the effect of CAI on achievement in Economics.

### **Attitude towards Technology**

Technological tools are also used in the field of education. Therefore, there has been a need for determining the student attitudes towards the technological tools that are used in education. At Florida College University, in 1997, at the beginning and end of the computers in technology education classes, variables of the effects of the pre-service teachers' attitudes towards studying and learning on computers were investigated. The variables in this study were attitude towards computers, computer anxiety, confidence in computer, computer tendency, and computer usefulness and student perceptions. At the end of the class, the scale of attitude towards computers was administered to 22 students as pre and posttests. It was found at the end that the students' attitudes turned out to be more confident and positive after the lessons were completed (Gunter, Gunter and Wiens, 1998). People of varying backgrounds often have different belief and value systems which give rise to dissimilar attitudes (Rathus and Nevid 1987). Attitudes towards computers differ between the genders. Males tend to display more positives attitudes toward computers, regardless of the level of familiarity, while female attitudes become more positive as the level of familiarity increases (Sacks, Bellisimo and Mergendoller, 1993). Arthur and Hart (1990) identified a positive relationship between cognitive ability and computer familiarity.

### **Style of Learning and Thinking**

In the last several decades, many educational psychologists have believed that an important key to facilitating students' learning is to deal with the individual differences in cognition functions. In the researches of individual differences, there has been wide interest in learning style or thinking style. Garica & Huges (2000) suggested that learning and thinking styles are interrelated and also that the students' academic achievement is influenced by their styles. Styles of learning and thinking, however, depend upon cerebral dominance of an individual in retaining and processing different modes of information in his/her own style of learning and thinking. Brain hemisphericity, thus, refers to the tendency of a person to use one side of the brain to perceive and function more than the other. Psychologists agree that the two hemispheres do not work in isolation, but form a highly integrated system. Indeed, most everyday tasks involve a mixture of left and right-brain skills.

### **Statement of the Problem**

Effect of Computer Assisted Instruction on Achievement in Economics in Relation to Attitude towards Technology and Style of Learning and Thinking

### **Objectives**

- To develop and validate Computer Assisted Instruction (CAI) units for teaching Economics at XI level.
- To compare the effect of Computer Assisted Instruction (CAI) as against Conventional Teaching Method (CTM) in terms of achievement in Economics.



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- To study the difference between mean achievement scores of students in Economics in relation to style of learning and thinking.
  - To study the difference between mean achievement scores of students in Economics with respect to their attitude towards technology.
  - To study whether there is a significant interaction among instructional strategies, style of learning and thinking and attitude towards technology.

### **Hypotheses**

- There will be no significant difference between mean achievement scores of students exposed to various instructional strategies i.e. CAI and CTM.
- There will be no significant difference between mean achievement scores of students in Economics in relation to style of learning and thinking.
- There will be no significant difference between mean achievement scores of students in Economics with respect to their attitude towards technology.
- There will be no significant interaction between instructional strategies and style of learning and thinking.
- There will be no significant interaction between instructional strategies and attitude towards technology.
- There will be no significant interaction among instructional strategies, style of learning and thinking and attitude towards technology with respect to achievement in Economics.

### **Sampling**

The target population of the study was all the students of Economics studying in various schools of district Pathankot. For drawing the sample for the present study, the five senior secondary schools affiliated to C. B. S. E. were selected by purposive sampling. A sample of 200 students of Economics of XI class was chosen from the selected schools. The 200 students selected as the sample group were randomly assigned to control group and the experimental group on the basis of their Pre-test achievement test scores.

### **Tools Used**

1. CAI material, developed by the investigator, was used to teach the concepts of Economics to the students who were exposed to CAI instructional strategy.
2. Style of Learning and Thinking (SOLAT) tool by Venkataraman, 1994.
3. Attitude Scale towards Technology constructed and standardized by the investigator.
4. Achievement test in Economics constructed and standardized by the investigator.

### **Data Collection**

After the selection of the sample the experiment was conducted in the following phases.

In phase I, Pre-test of achievement test (developed by investigator), attitude towards technology scale (developed by the investigator) and SOLAT test by Venkataraman (1994) were administered to the students. The groups were made equivalent on the basis of pre test achievement test scores.

In phase II, both the groups were given instructions. The treatment group was exposed to Computer Assisted Instruction. The control group was given instructions by using Conventional Teaching Method.

In phase III, the same achievement test was administered as post test to both the groups after the treatment was over. The gain achievement scores were compared to determine the effectiveness of the treatment.

### **Statistical Techniques Used**

The data collected was subjected to statistical analysis through descriptive and inferential statistics. Descriptive statistics such as mean, median, mode, Standard Deviation, Skewness and Kurtosis were compared to study the nature and distribution of data. Inferential statistics viz. 2×2×3 ANOVA and t-test were used to test the hypotheses of the study.

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## Major Findings

1. The students taught through conventional teaching method were found to be high achievers as compared to those who were taught through CAI.
2. The attitude towards technology did not affect the achievement of students in Economics.
3. Style of learning and thinking did not account for any variation in the achievement of students in Economics.
4. No significant interaction was found between instructional strategies and attitude towards technology.
5. No significant interaction was found between instructional strategies and style of learning and thinking.
6. There was a significant interaction among instructional strategies, attitude towards technology and style of learning and thinking.

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## IN VITRO CLONING OF MEDICINAL PLANTS

**Malancha Bandyopadhyay**

**Department of Botany, R. B. C. College for Women, Naihati, West Bengal**

**Email : bantapas@hotmail.com**

### ABSTRACT

Well-developed techniques are currently available to help growers meet the demand of the pharmaceutical industry in the next century. These protocols are designed to provide optimal levels of carbohydrates, organic compounds (vitamins), mineral nutrients, environmental factors (e.g. light, gaseous environment, temperature, and humidity) and growth regulators required to obtain high regeneration rates of many plant species in vitro and thereby facilitate commercially viable micropropagation. An overview of the regeneration of medicinal plants by direct and indirect organogenesis and by somatic embryogenesis from various types of explants is reviewed.

**Key Words :** Biotechnology; Conservation; In vitro; Medicinal plants; Plant propagation

### Abbreviations

[BA/BAP : 6-benzylaminopurine, 2,4-D : 2,4-dichlorophenoxy acetic acid, Kn : kinetin, IAA : indole-3-acetic acid, IBA : indole-3-butyric acid, NAA : 1-naphthalene acetic acid, TDZ : Thidiazuron, Zip : 2-isopentyladenine, GA3 : Gibberellic acid, MS : Murashige & Skoog (1962)]

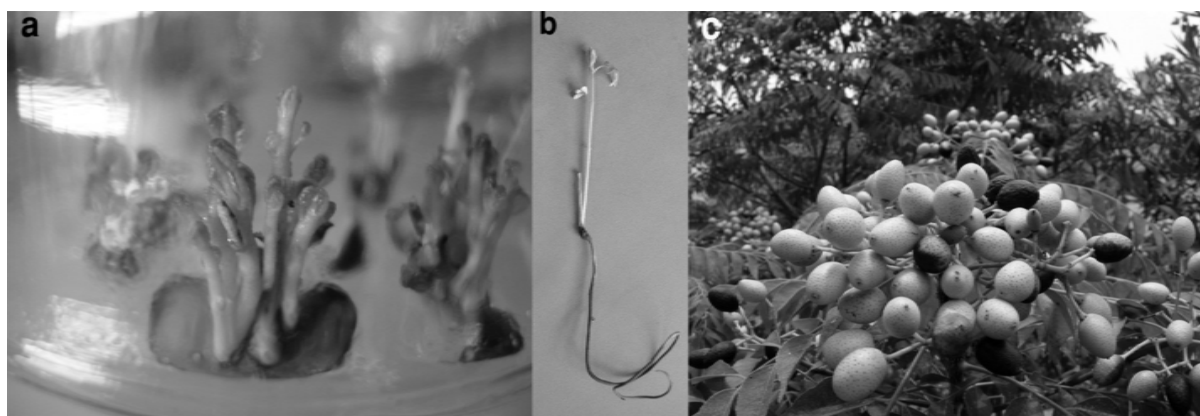
### Introduction

Medicinal plants have been the subject of man's curiosity and purpose since time immemorial. The importance of medicinal plants in the treatment of chronic diseases needs no elaboration. In fact, even with the tremendous advancement in the field of synthetic chemistry, almost 50% of the commercial drugs available in the market remain of plant origin. The herbal system was, however, pushed to the background with the advent of allopathic system. It is now back with a vengeance and the age-old system of herbal medicine is being revived due to its long lasting curative effect, easy availability, natural way of healing and rare or no reported side effects (Kamboj, 2000). The World Health Organization estimates that up to 80 per cent of people still rely mainly on traditional remedies such as herbs for their medicines. Plants are also the source of many modern medicines. It is estimated that approximately one quarter of prescribed drugs contain plant extracts or active ingredients obtained from or modeled on plant substances. The most popular analgesic, aspirin, was originally derived from species of *Salix* and *Spiraea* and some of the most valuable anti-cancer agents such as paclitaxel and vinblastine are derived solely from plant sources (Roberts, 1988; Katzung, 1995; Pezzuto, 1996). In recent years there has been renewed interest in natural medicines that are obtained from plant parts or plant extracts. On the order of 40% or more of the pharmaceuticals currently used in Western countries are already derived or at least partially derived from natural sources. Due to growing world population, increased anthropogenic activities, rapidly eroding natural ecosystem etc., the natural habitat for a great number of plants are dwindling and many of them are facing extinction (Kamboj, 2000). Ayurveda, the indigenous system of Indian medicine, describes thousands of plant species in detail. With its varied climatic zones, India has a rich diversity of medicinal herbs. The forest harbour a large number of plant species, but deforestation has been responsible for the rapid loss of medicinal plant wealth, such that many valuable medicinal plants are under the threat of extinction (Rout *et al.*, 2000). The inevitable ruthless exploitation of herbs leading to their rapid depletion from the wild is a cause for concern. In fact, the pace of depletion has outpaced the pace of conservation. New strategies are being therefore formulated for rapid multiplication and conservation of medicinal plants. Besides the conventional methods, biotechnology has proved useful in the improvement of herbs that yield drugs.

Biotechnological tools are important for multiplication and genetic enhancement of the medicinal plants by adopting techniques such as *in-vitro* regeneration and genetic transformations. It can also be harnessed for production of secondary metabolites using plants as bioreactors. This paper reviews the achievements and advances in the application of tissue culture for the *in-vitro* regeneration of medicinal plants from various explants and enhanced production of secondary metabolites.

### In-vitro Propagation through axillary bud culture

*In-vitro* propagation of plants holds tremendous potential for the production of high-quality plant-based medicines. This can be achieved through different methods including micropropagation. Micropropagation has many advantages over conventional methods of vegetative propagation, which suffer from several limitations (Nehra and Kartha, 1994). With micropropagation, the multiplication rate is greatly increased. It also permits the production of pathogen-free material. Micropropagation of various plant species, including many medicinal plants, has been reported (Murashige, 1978; Skirvin *et al.*, 1990; Withers and Anderson, 1986). Propagation from existing meristems yields plants that are genetically identical with the donor plants (Hu and Wang, 1983). Plant regeneration from shoot and stem meristems has yielded encouraging results in medicinal plants like *Swertiachirata*, *Aeglemarmelo*, *Carallumabhupenderiana*, *Gymnemasylvestre* etc. The different steps of axillary bud cultures are represented in Fig. 1.



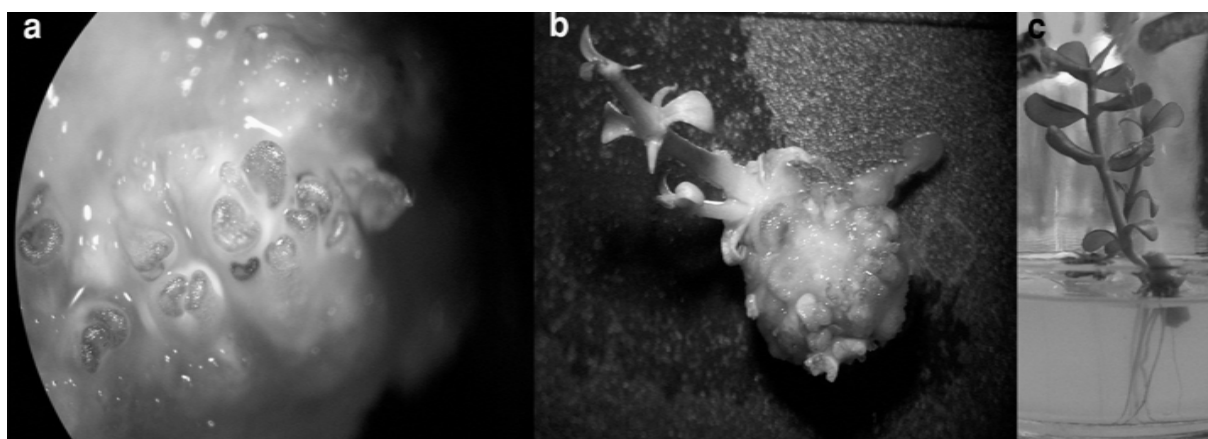
**Fig. 1. Axillary bud culture of *Murrayakoenigii* a) multiple shoots are formed from cotyledonary node explants on MS medium with BA and NAA, b) in vitro generated plant before hardening, c) 3-years old TC generated plants.**

Numerous factors are reported to influence the success of *in-vitro* propagation of different medicinal plants. The effects of auxins and cytokinins on shoot multiplication of various medicinal plants have been reported. Balaraju *et al.* (2009) reported an efficient in vitro plant regeneration protocol for *Swertiachirata* (Gentianaceae), a critically endangered Himalayan medicinal herb, was developed using shoot tip explants derived from in vitro grown seedlings. An in vitro shoot-let production system using Murashige and Skoog (MS) medium with various hormones such as BAP, Kn and TDZ was established. BAP at 1.0 mg/l and Kn, 0.1 mg/l induced highest number of multiple shoots per explant. In the medicinal tree species *Aeglemarmelos*, high frequency bud break were induced on MS basal medium supplemented with 0.5 mg/L BA. After 10 days of culture, nodal explants with multiplied buds started callusing with restricted growth and defoliation. When the same nodal explants were transferred into the same basal medium supplemented with 0.5 mg BA/l with different concentrations of either kinetin (KN) or gibberellic acid (GA3) or in combinations has shown healthy shoots with expanded shoot length. *In vitro* multiplication of an endangered medicinal plant, *Carallumabhupenderiana*, via enhanced axillary bud proliferation from nodal explants was established by Ugraiah *et al.* (2011). The highest number of shoots and the maximum average shoot length were recorded on MS medium supplemented with BA (8.87  $\mu$ M) at pH 5.8. Rooting was best achieved on half-strength MS medium augmented with NAA (2.69  $\mu$ M). *Gymnemasylvestre* is an important medicinal plant used in different systems of medicine as a remedy for the treatment of diabetes. Thiagarajan and Venkatachalam (2013) described an efficient and rapid protocol for large scale in vitro plant regeneration from mature axillary node explants of *G. sylvestre*. The axillary node explants were cultured on MS medium supplemented with different concentrations of BAP and KIN (0.5–3.0 mg/l) for shoot bud induction. In order to enhance the shoot bud multiplication, regenerated shoot buds were further sub-cultured onto MS medium fortified with different concentrations of BAP (0.5–3.0 mg/l) in combination with 0.5 mg/l of NAA/IBA/IAA/KIN. The highest frequency of multiple shoot bud regeneration with maximum number of shoots was noticed on MS medium supplemented with 1.0 mg/l BAP and 0.5 mg/l KIN combination. In another experiment, in vitro

derived shoot buds were cultured on different concentrations of GA3 (0.5–2.0 mg/l) and various concentrations of BAP (0.5–3.0 mg/l) in combination with KIN (0.5 mg/l) and GA3 (1.0 mg/l) for shoot bud multiplications as well as elongation. For large scale plant production, in vitro derived axillary buds were cultured on MS medium fortified with BAP (1.0 mg/l) + KIN (0.5 mg/l) + GA3(1.0 mg/l) combination.

### Callus-mediated organogenesis

The induction of callus growth and subsequent differentiation and organogenesis is accomplished by the differential application of growth regulators and the control of conditions in the culture medium. With the stimulus of endogenous growth substances or by addition of exogenous growth regulators to the nutrient medium, cell division, cell growth and tissue differentiation are induced. There are many reports on the regeneration of various medicinal plants via callus culture and the representative steps of organogenesis of *Bacopamonnieri* are presented (Fig. 2).



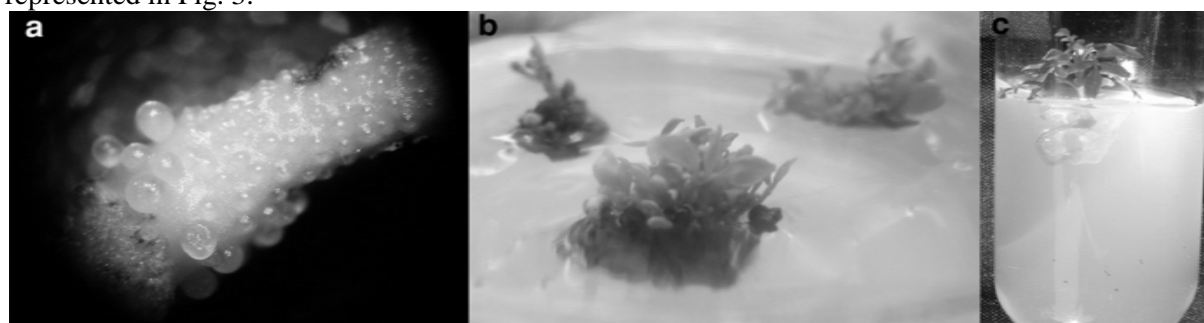
**Fig. 2. Organogenesis from the callus of *Bacopamonnieri* a) initiation of shoot on the solid mass of callus on MS medium with Kinetin and NAA, b) regenerated shoots and shoot buds from the same callus, c) rooting of the regenerated shoot in IBA containing medium.**

Shoot organogenesis was successfully achieved in petiole explants excised from 6 to 8-week old in vitro plantlets of yam *Dioscorea rotundata*, *Dioscorea cayenensis* and *Dioscorea alata*. Only the basipetal portion of the petiole acquired competence, and plants regenerated on MS medium supplemented 10  $\mu$ M kinetin and 1.5  $\mu$ M putrescine (Anike *et al.*, 2012). Similarly Hypocotyl explants of *Catharanthus roseus* were formed adventitious shoots on Murashige and Skoog basal medium (MS) supplemented with 14  $\mu$ M zeatin and 2.5  $\mu$ M NAA. Excised adventitious shoots were then readily rooted on a half-strength MS basal medium (Choi *et al.*, 2003). In another experiment with the same plants the mature embryo regenerated efficiently via organogenesis in MS medium supplemented with either 2.5  $\mu$ M TDZ or 5.3  $\mu$ M  $\alpha$ -naphthalene acetic acid (NAA) and 2.2  $\mu$ M BA. Hypocotyl and cotyledon did not induce somatic embryogenesis and organogenesis in TDZ-containing medium but gave a maximum percentage of shoots in MS medium supplemented with 5.3  $\mu$ M NAA and 2.2  $\mu$ M BA. Stem nodes and meristem tips showed better regeneration via organogenesis in the medium supplemented with NAA and BA and in lower concentrations of TDZ (Dhandapani *et al.*, 2008). The shoot organogenesis was also reported in the medicinal plants *Centella asiatica* from leaf explants on MS medium augmented with 4.42  $\mu$ M BA with 5.37  $\mu$ M NAA (Bibi *et al.* 2011). Bouhouche and Ksiksi (2007) established an efficient and rapid plant regeneration system via direct organogenesis for *Teucrium stocksianum* Boiss (Lamiaceae), an endangered and valuable medicinal plant. Hypocotyl explants excised from seedlings germinated in vitro were cultured on Murashige and Skoog (MS) medium supplemented with different concentrations of kinetin and indoleacetic acid (IAA) to induce shoot formation. Differentiation of multiple shoots was initiated within 3 weeks of culture. Optimal regeneration was achieved on medium containing 3 mg/l kinetin and 0.5 mg/l IAA. This particular medium composition significantly improved the production of multiple shoots directly from hypocotyl explants compared to other combinations of plant growth regulators. Chaudhuri *et al.* (2008) have formulated a reproducible protocol for the rapid propagation

and conservation of *Swertiachirata* plant using leaves taken from in vitro shoot cultures. Direct induction of more than seven shoot buds per explant was achieved for the first time when the explants were placed on MS medium supplemented with 2.22  $\mu\text{M}$  N-6 benzyladenine, 11.6  $\mu\text{M}$  kinetin, and 0.5  $\mu\text{M}$   $\alpha$ -naphthalene acetic acid. Direct organogenesis was noted exclusively from the adaxial surface of the basal segments of leaves. Leaves closer to the apical meristem were more responsive than those farther away from the meristem. An in vitro propagation system for *Artemisia vulgaris* L., a traditional medicinal plant, has been developed from hypocotyl segments on MS medium supplemented with 4.54  $\mu\text{M}$  TD. Regenerated shoots formed roots when subcultured onto a medium containing 8.56  $\mu\text{M}$  IAA. Healthy plantlets were transferred to a garden soil : farmyard soil : sand (2 : 1 : 1) mixture for acclimatization, which was successful, and subsequent maturity was achieved under greenhouse conditions over a six-month period. (Sujatha and RanjithaKumari, 2007). High frequency shoot regeneration from *in vitro* derived leaf explants of *Wattakakavolubilis* was reported through callus mediated organogenesis (Chakradhar and Pullaiah, 2014). Organogenic calli were induced from 20 day old aseptic seedling explants on MS medium fortified with various concentrations and combinations of plant growth regulators, BAP, NAA, IBA and gibberellic acid (GA3). A mean of 8.6 shoots developed from organogenic callus induced from a 2 x 2 cm leaf explants on MS medium with 3% sucrose having 5.37  $\mu\text{M}$  NAA in combination with 2.22  $\mu\text{M}$  BAP with 60% induction capacity. Further development of adventitious shoots could be achieved by sub culturing the callus to the same medium with 4.40  $\mu\text{M}$  BAP and 0.288  $\mu\text{M}$  GA3.

### Regeneration through Somatic Embryogenesis

Somatic embryogenesis is a process where groups of somatic cells/tissues lead to the formation of somatic embryos which resemble the zygotic embryos of intact seeds and can grow into seedlings on suitable medium. Plant regeneration via somatic embryogenesis from single cells, that can be induced to produce an embryo and then a complete plant, has been demonstrated in many medicinal plant species. The direct and indirect somatic embryogenesis of *Murrayakoenigii* were represented in Fig. 3.



**Fig. 3. Somatic embryogenesis of *Murrayakoenigii* a) direct somatic embryo formation (arrow mark) on the zygotic embryonal axis in TDZ containing medium, b) indirect embryogenesis through intermediary callus formation in BA and NAA containing medium c) somatic embryo derived rooted plant.**

Embryogenic callus in *Catharanthus roseus* was initiated from hypocotyl on MS medium supplemented with 1.0-2.0  $\text{mg dm}^{-3}$  of 2,4-dichlorophenoxyacetic acid (2,4-D) or chlorophenoxyacetic acid (CPA). Calli from other sources were nonembryogenic. Numerous somatic embryos were induced from primary callus on MS medium supplemented with NAA within two weeks of culture. Embryo proliferation was much faster on medium supplemented with BAP. After transfer to medium with gibberellic acid (GA3, 1.0  $\text{mg dm}^{-3}$ ) mature green embryos were developed and germinated well into plantlets on MS liquid medium supplemented with 0.5  $\text{mg dm}^{-3}$  BAP. Later, embryos with cotyledonary leaves were subjected to different auxins treatments for the development of roots. Before transfer *ex vitro*, plantlets were cultivated on half strength MS medium containing 3 % sucrose and 0.5  $\text{mg dm}^{-3}$  BAP for additional 2 weeks (Junaid *et al.* 2007). Plant regeneration through indirect somatic embryogenesis was achieved from leaf, internode, node and shoot-tip derived callus of *Leptadenia reticulata*. Martin (2004) reported somatic embryos at the highest frequency were induced on MS medium supplemented with 8.87  $\mu\text{M}$  BA and 2.46  $\mu\text{M}$  IBA. From different explants, only shoot-tip and node explant derived calli induced somatic embryos. Transfer of

the embryogenic callus to suspension cultures of the same concentration of growth regulators facilitated the development of embryos. Suspension cultures with reduced concentration of BA (2.22  $\mu\text{M}$ ) either alone or in combination with 0.49  $\mu\text{M}$  IBA fostered maturation of embryos. Half-strength MS solid medium with 1.44  $\mu\text{M}$  GA<sub>3</sub> and BA (0.22 or 0.44  $\mu\text{M}$ ) facilitated conversion of embryos into plantlets at higher rate compared to that on with BA alone. An efficient method of repetitive somatic embryogenesis and plant regeneration was established in *Coriandrum sativum* L. Embryogenic callus was induced from cotyledon and hypocotyl segments on MS medium with 4.52 mM 2,4-D, upon subculturing on medium having same level of 2,4-D at an interval of 3 weeks developed somatic embryos, which progressed to cotyledonary stage through early developmental stages of somatic embryogenesis. The transfer of somatic embryos at an early cotyledonary and cotyledonary stage in clumps in succession to fresh 4.52 mM 2,4-D supplemented medium developed embryos in a cyclic manner. Upon transfer of embryogenic clumps (cotyledonary embryos) to modified MS medium (4 g l<sup>-1</sup> KNO<sub>3</sub>, 0.29 g l<sup>-1</sup> NH<sub>4</sub>NO<sub>3</sub>, 3 mg l<sup>-1</sup> thiamine HCl, 0.5 mg l<sup>-1</sup> pyridoxine HCl, and 5 mg l<sup>-1</sup> nicotinic acid), the embryos irrespective of the cycles underwent maturation and germination. Germinating embryos transferred to half-strength MS medium favored healthy growth of plantlets (Murthy et al. 2008). Tu et al. (2005) describe an efficient procedure to obtain somatic embryos from mature zygotic embryos of *Hyoscyamus niger* (black henbane). The critical step in this protocol was soaking of the seeds in sterile distilled water for 16 h, prior to excision and culture of zygotic embryos, on MS basal medium supplemented with 2% sucrose, 2 g/l myo-inositol, 0.5 g/l 2-(N-morpholino) ethane sulfonic acid and 1 mg/l  $\alpha$ -naphthalene acetic acid (NAA). The regenerated somatic seedlings were fertile and were morphologically uniform. This procedure is simple, rapid and effective for high frequency of plant regeneration via somatic embryogenesis. Optimum embryogenic callus induction in *Cymbopogon pendulus*, an aromatic grass was observed on MS basal medium supplemented with 13.57  $\mu\text{M}$  2,4-dichlorophenoxyacetic acid (2,4-D) with 8.88  $\mu\text{M}$  N<sup>6</sup>-benzyladenine (BA). Subsequent culturing of embryogenic callus on MS medium containing 4.52 mM 2,4-D and 8.88–13.32 mM BA gave maximum number of somatic embryos. Addition of coconut water (CW) promoted induction, growth and differentiation of callus and somatic embryogenesis. Further development of embryos into plantlets was achieved on MS medium supplemented with lower concentration of biotin and calcium pantothenate (CaP) along with BA (4.44–13.32  $\mu\text{M}$ ) and kinetin (2.32–4.65  $\mu\text{M}$ ). The root meristems were established on half strength MS medium containing 2% sucrose and 2.46–9.84  $\mu\text{M}$  Indole-3-butyric acid (IBA) and successfully established in soil with 77.8% survival rate in field condition (Bhattacharya et al. 2010). Paul et al. (2011) established a reproducible protocol for direct and indirect somatic embryogenesis was established in a small aromatic tree, *Murrayakoenigii*. Embryogenic callus was obtained from 90% zygotic embryonic axis (ZE) and 70% cotyledon (COT) explants in Murashige and Skoog (MS) basal medium supplemented with 8.88  $\mu\text{M}$  6-benzyladenine (BA) and 2.675  $\mu\text{M}$   $\alpha$ -naphthaleneacetic acid (NAA). Globular somatic embryos were induced and further matured from such embryogenic callus by subsequent culture on the same basal media containing thidiazuron (TDZ) (2.27–9.08  $\mu\text{M}$ ). The highest frequency of somatic embryos (14.58  $\pm$  0.42) was recovered from ZE-derived callus after 6 weeks. The age and type of explant and concentration of TDZ played an important role in the development of somatic embryos. Explants excised from 60-day-old seed differentiated from 96.67% of ZE explants and 86.67% from COT explants when cultured on MS basal medium supplemented with 4.54 and 9.08  $\mu\text{M}$  TDZ, respectively, after 4 weeks. The best result obtained for the average frequency of somatic embryos (11.28  $\pm$  0.32) was from ZE explants, which was significantly higher than COT explants (7.34  $\pm$  0.97). Most of the somatic embryos (above 95%), irrespective of their origin, germinated after 4 weeks in 1/2 MS basal media containing 2.32  $\mu\text{M}$  kinetin (KN) and 1.07  $\mu\text{M}$  NAA. Well-rooted plantlets were successfully acclimatized. *Anemopsis californica*, commonly known as yerba mansa, is an important medicinal plant that has traditionally been used to treat a variety of digestive, respiratory and skin ailments, and has been reported to possess anticancer properties. The increase in demand for this medicinal plant puts wild populations at risk due to over-harvesting; therefore, the development of alternatives such as *in vitro* propagation may help reduce this pressure on natural plant resources. Shoot bud multiplication of this particular species was done using nodal explants from axenic seedlings, reaching the highest multiplication rate (on average 15 shoots per explant) when the culture medium was supplemented with 4 mg/L kinetin. Propagated shoots produced roots in medium containing 1 mg/L indole-3-butyric acid. Best induction of somatic embryogenesis was obtained from



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leaf explants cultured on medium supplemented with 4 mg/L naphthalene acetic acid.

### Acclimatization and Field Establishment

Acclimatization of micropropagated plants in the greenhouse under field conditions was reviewed by Preece and Sutter (1991). Satheesh and Bhavanandan (1988) reported that when micropropagated plants of *Plumbago rosea* were transferred to pots containing a 1:1 soil and sand mixture under greenhouse conditions, about 60% of the plants survived (96%) was recorded. When plantlets of *Pinellia ternata* were transplanted into a 1:2:1 mixture of vermiculite :loam soil :peat moss (Tsai *et al.*, 1989). Jha and Sen (1985) reported that prior to transfer to soil, all of the rooted plantlets of *Bowiea volubilis* were maintained for 4–6 weeks in MS salts with 0.5% sucrose and incubated at 24–30°C for 4 weeks for hardening. After 4 weeks, the plantlets were transferred to soil and showed 80% survival. Jha and Jha (1989) noted the highest survival of *Cephaelis speciosa* when the plants were maintained for a 4-week period in liquid MS medium and then transferred to greenhouse conditions. Mathur *et al.* (1988) reported that 60% of the encapsulated shoot buds of *Valeriana wallichii* were rooted in pots with vermiculite under greenhouse conditions. Paul *et al.* (2011) described Twenty in-vitro-grown matured plants with 2–3-cm shoot length and strong tap-root were washed with running tap water and were transferred into 6-cm earthen cups containing a mixture of soil, perlite, and vermiculite (1 :1 :1). The plantlets were kept in the culture room within a polythene bag under a 16-h photoperiod of 35  $\mu\text{E m}^{-2} \text{s}^{-1}$  light intensity provided by cool white fluorescent tubes (Philips, India) for 2 weeks. They were later gradually exposed to low humidity by removing the polythene cover and transferred to a polythene tunnel under maximum photosynthetically active photon flux density of 200  $\mu\text{E m}^{-2} \text{s}^{-1}$ , a temperature range of 20–28°C, and 70–100% of relative humidity. The plants were regularly watered with hand sprayer and liquid fertilizers (N:P:K 20:20:20) were applied at a fortnightly interval. The potted plants were finally transferred to the field after 8 weeks. 80% of plants survived well in the field condition.

### Conclusion

Plants have been an important source of medicine for thousands of years. Medicines in common use, such as aspirin and digitalis, are derived from plants, and new transgenic varieties could be created as efficient green production lines for other pharmaceuticals as well as vaccines and anticancer drugs. Tissue culture is useful for multiplying and conserving the species, which are difficult to regenerate by conventional methods and save them from extinction. The improved *in-vitro* plant cell culture systems have potential for commercial exploitation of secondary metabolites. Tissue culture protocols have been developed for several plants but there are many other species, which are over exploited in pharmaceutical industries and need conservation.

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## **A CONCEPTUAL STUDY OF COMPANIES ADOPTS FORENSIC ACCOUNTING PRACTICES**

**Jadhav Sachin K.**

**Assistant Professor, SSVPS's Arts, Commerce and Science College, Shindkheda, Dhule**

**Email : jskcommerce@gmail.com**

### **ABSTRACT**

Forensic Accounting is the combination of the Accounting, Auditing and Investigation skills. The base of forensic accounting is Accounting knowledge. Forensic accounting is the application of a specialized knowledge and specific skills to stumble upon the evidence of economic transactions. In India the formation of Serious Fraud Investigation Office is the landmark creation for the Forensic Accountants. Growing cyber crimes, failure of regulators to track the security scams, series of co-operative banks bursting - all are pinpointing the need of forensic accounting, irrespective of whether we understand the need or not. It's a thrill of hunt. Maurice E. Peloubet who coined the term Forensic Accountant in 1946 said that the preparation of financial statements has some but not all of the characteristics of forensic accounting. This paper covers the meaning and definition of forensic accounting. Simultaneously it contain the introductory information about forensic accounting of the various companies who adopts the said practices.

### **Meaning**

Forensic accounting, forensic accountancy or financial forensics is the specialty practice area of accounting that describes engagements that result from actual or anticipated disputes or litigation. "Forensic" means "suitable for use in a court of law", and it is to that standard and potential outcome that forensic accountants generally have to work. Forensic accountants, also referred to as forensic auditors or investigative auditors, often have to give expert evidence at the eventual trial. All of the larger accounting firms, as well as many medium-sized and boutique firms, as well as various Police and Government agencies have specialist forensic accounting departments. Within these groups, there may be further sub-specializations : some forensic accountants may, for example, just specialize in insurance claims, personal injury claims, and fraud, construction, or royalty audits.

Financial forensic engagements may fall into several categories. For example :

- Economic damages calculations, whether suffered through tort or breach of contract;
- Post-acquisition disputes such as earn outs or breaches of warranties;
- Bankruptcy, insolvency, and reorganization;
- Securities fraud;
- Business valuation and
- Computer forensics/e-discovery.

Forensic accountants often assist in professional negligence claims where they are assessing and commenting on the work of other professionals. Forensic accountants are also engaged in marital and family law of analyzing lifestyle for spousal support purposes, determining income available for child support and equitable distribution. Engagements relating to criminal matters typically arise in the aftermath of fraud. They frequently involve the assessment of accounting systems and accounts presentation in essence assessing if the numbers reflect reality.

Some forensic accountants specialize in forensic analytics which is the procurement and analysis of electronic data to reconstruct, detect, or otherwise support a claim of financial fraud. The main steps in forensic analytics are (a) data collection, (b) data preparation, (c) data analysis, and (d) reporting. For example, forensic analytics may be used to review an employee's purchasing card activity to assess whether any of the purchases were diverted or divertible for personal use.

### **Purpose of Forensic Accounting**

Forensic accountants use these three skills to carry out an examination into the financial records of a company. This examination is supposed to be complete and thorough enough to stand in court as evidence in legal proceedings.

The forensic accountant, also called an investigative or forensic auditor, may be called to

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testify in court as an expert witness. The forensic account will investigate fraud and other related matters.

### **Service of Forensic Accountants**

Companies seek the services of forensic accounting firms for litigation support, dispute resolution and investigative accounting. The forensic accounting firms may also be hired during the process of mergers and acquisitions to carry out an in depth look into the financial health of the companies in the merger or acquisition.

The large accountancy forms will have a forensic accounting department. For example, the Big 4 accounting firms, Deloitte, PwC, Ernst & Young and KPMG all have forensic accounting departments. Another large accounting firm that has forensic accountants on staff is BDO International.

### **Well Known Forensic Accounting Firms**

Forensic accounting is just not for the large accounting firms though. Even small firms have recognized the growth potential of the forensic accounting field. Mattson Driscoll and Damico (MDD) is an example of a forensic accounting firm. It is an American company with offices in the United Kingdom, Australia, Singapore, Canada and of course the United States.

RGL Forensics is an international forensic accounting firm whose focus is solely on financial forensics. Kessler International is also a forensic accounting firm with headquarters in the United States. It was founded by Michael Kessler who is quite famously known as the first forensic auditor. Forensic accountants are retained by a variety of people and organizations such as the police, banks, insurance companies, government bodies and lawyers. The notorious gangster Al Capone was prosecuted and jailed with the help of a forensic accountant.

So think of forensic accounting as an up and coming profession. A profession where you get to play detective, searching for financial crimes committed against other people, the government or specific companies.

#### **1. Mattson Driscoll and Damico (MDD)**

This company regularly provide extensive litigation services and expert witness testimony in courts, arbitrations and mediations throughout the world. Current and past assignments include a variety of high-profile cases related to business disputes, natural and man-made catastrophes, lost profits, business valuations, fraud, business interruption, product liability and recall and subrogation. Regardless of where they work may take us, MDD's exceptional dedication, and singularly qualified experts and demonstrated results in this highly specialized area of accounting have long been the hallmark of our firm. Tracing its roots to 1933, Matson Driscoll & Damico is a leading forensic accounting firm specializing in economic damage quantification assessments.

#### **2. RGL Forensics**

When it is essential to accurately discover and define financial value, we can rely on the global services of RGL Forensics. Since RGL is completely focused on financial forensics, they provide their clients with independent and objective investigations while avoiding any question of conflict of interest.

Often considered detectives of the financial world, forensic accountants are trained to follow the money trail left by economic transactions and reporting events – even when that trail may have been concealed. They use cutting-edge methods and tools to uncover financial evidence that will stand up in court or in any other contested circumstance.

Professionals who rely on RGL to discover and define financial value include :

- Insurance professionals - for claims made under commercial property and liability insurance policies.
- Legal professionals - for corporate transactions as well as civil and criminal disputes.
- Corporate professionals - for assets involved in the formation, finance, operation and dissolution of business entities – and when investigating fraud.
- Public sector professionals - for matters pertaining to economic losses, internal compliance, regulatory oversight – and when investigating fraud.

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### **3. Kessler International**

Kessler International they offer a full range of Forensic Accounting, Computer Forensics and Corporate Investigative services to protect companies against the dangers of fraud, counterfeiting, product diversion, trademark, patent, and copyright infringement, money laundering and the recent explosion in computer crime. Firm was founded in 1988 by Michael G. Kessler, an internationally respected investigative consultant who has assisted in thousands of successful investigations for corporations and government agencies worldwide. Kessler International is a privately owned, licensed and certified firm with offices throughout the world and a network of established affiliates on every continent.

Known for the quality of their investigations and the integrity with which they conduct us, their extensive portfolio of services include forensic accounting, business intelligence, investigation and surveillance, Internet monitoring, and comprehensive litigation support for attorneys and their clients. Kessler International, they constantly invest in new technologies to provide state-of-the-art protection for their clients. This includes the latest information technologies, audio and video surveillance equipment, and computer software. Their proprietary international databases of corporate and individual profiles are some of the most extensive in the industry and they are continuously updated to ensure uncompromising data integrity.

### **4. AlixPartners**

AlixPartners is a leading global business advisory firm of results-oriented professionals who specialize in creating value and restoring performance at every stage of the business life cycle. They thrive on their ability to make a difference in high-impact situations and deliver sustainable, bottom-line results.

The need to determine whether the numbers reflect reality may be prompted by an investigation, a lawsuit, or allegations of improper activity. At stake may be the future of a business and its leaders. In the face of such consequences, companies need a team of forensic accounting and investigative professionals who can produce successful outcomes when uncertainty looms large. AlixPartners' professionals are industry leaders in collecting, analyzing, and interpreting financial and accounting data and information. They combine technical accounting and investigative expertise with experience in matters involving allegations related to financial reporting, regulatory compliance, corruption allegations, and securities litigation.

### **5. McGladrey**

In an increasingly complex business landscape, complicated questions can arise. There is, however, a big difference between suspicion and facts. Finding the truth quickly is imperative. Gathering evidence that withstands scrutiny is essential. McGladrey's forensic accounting and investigative professionals have the skills and experience to resolve high-stakes issues from the board room to the courtroom. Their team provides analytical and investigative services to major law firms, insurance companies, financial institutions, governmental entities, private equity firms, venture capital funds and corporate counsel and executive management. Team members include expert testers, witness interviewers, data mining and computer forensic specialists, fraud examiners qualified as international investigators, CPAs and others you may need to document the facts of your situation.

### **6. Lara & Weidman Forensic**

When an individual or business is involved in a dispute with financial implications-such as commercial litigation, insurance claims, personal injury, business valuations, securities damages, shareholder disputes or fraud investigations – a Forensic CPA can play a critical role in resolving the matter. Working closely with the legal team, the Forensic CPA can assist by researching and quantifying the dispute's financial impact and then presenting it in an effective, clear and easy to understand manner.

In the community since 1986, Lara & Weidman Forensic CPA's, P.A. is a professional Association of Certified Public Accountants (CPA's), Certified Valuation Analysts (CVA's), Master Analysts in Financial Forensics (MAFF's), Certified Financial Forensics (CFF's) and business consultants dedicated to fulfilling clients' needs. The firm provides the broad range of technical capabilities and expertise typically seen only at national CPA firms. Professional services include

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forensic accounting, business valuation, fraud prevention and detection, expert witness and other litigation support services in divorce, civil, and criminal cases. Lara & Weidman Forensic CPA's take pride in the excellent service they provide their clients, and pledge to extend the same superior quality to us and our organization. Indeed, when it comes to complex litigation matters, our proven expertise can provide an important advantage.

### **7. Alangray**

Established in 1988, Alan Gray, Inc. is an international insurance claims management and financial services firm headquartered in Boston, MA. They are more than just a claims management service provider. They offer operational and business processing services, and consulting on risks and exposures from the simple to the most complex. They have become an advisor and partner to a client base that includes major insurers and reinsurers, Fortune 500 companies, law firms, MGAs, brokers and captives. Forensic accounting firms such as Alan Gray, Inc. engage in detailed analysis of accounting activity with a focus on risk and exposure evaluation. Alan Gray, Inc.'s forensic accounting services provide effective solutions to complex business problems that result in improved client profitability and minimized submitted loss exposures. The forensic accounting services of Alan Gray, Inc. employ Certified Public Accountants (CPAs) and Certified in Financial Forensics (CFFs) skilled in evaluating claims within the framework of today's complex insurance coverage.

### **8. Sample Engagement**

A major international financial service company needed forensic accounting services to quantify a misappropriation by a reinsurance broker. Over \$100,000,000 in misappropriated funds was identified and Alan Gray, Inc. was instrumental in assembling the required support that led to a substantial recovery and prosecution.

### **9. sobel-cpa.com**

Sobel & Co., a regional public accounting and consulting firm that has been adding value to the area's business community since 1956. They know that the business world is impacted by an ever accelerating rate of change. To respond to this challenge they seamlessly integrate accounting, financial, strategic, and advisory and technology services for mid-size companies and organizations across a range of industries, including the nonprofit sector.

Their professionals combine a personalized approach with technical excellence to guide their clients and put them – and keep them - on the path to success.

### **Conclusion**

Forensic accounting is the application of a specialized knowledge and specific skills to stumble upon the evidence of economic transactions. The job demands reporting, where the accountability of the fraud is established and the report is considered as evidence in the court of law or in the administrative proceeding. In addition to the specialized knowledge about the techniques of finding out the frauds one needs patience and analytical mindset. One has to look beyond the numbers and grasp the substance of the situation. It is basically the work of the intelligent accountants. He needs to question seemingly benign document and look for inconsistencies. He searches for evidence of criminal conduct or assists in the determination of, or rebuttal of, claimed damages. He requires the ability to think. Far from being an ability that is specific to success in any particular field, developing the ability to think enhances a person's chances of success in life, thus increasing a person's worth in today's society.

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3. [www.wikipedia.com](http://www.wikipedia.com).

## SITUATING BETHUNE SCHOOL IN THE EARLY DEBATES ON FORMAL WOMEN'S EDUCATION IN COLONIAL BENGAL

Sweta Dey

Department of History, Bangabasi Morning College, Kolkata, West Bengal

Email : dsweta08@gmail.com

Women's education has been one of the most contentious questions of 'modern' India since the early nineteenth century. The nineteenth century socio-religious reform movements - a product of the confrontation and interaction of the British with Indian culture, devoted considerable attention to the improvement of the position of women in Bengal. Consequently, Sati was forbidden (1828), widow remarriage legalized (1856), and inter-course with wives below twelve years of age prohibited (1891). Alongside, the movement for female education was started, with the Christian missionaries and the Brahmos (a reformed Hindu sect) leading and the enlightened Hindus co-operating.

The process of imparting some education to the daughters of the middle class families, either at home or in school had been initiated in the nineteenth century. The primary motivation of most parents was to make their daughters more eligible as prospective brides, because increasingly men sought educated brides, preferably with some knowledge of English, in order to have a 'help-mate' in professional career and a companion in personal life. Not that this consideration was totally eliminated, but slowly a new logic of female education began to gain ground. Abala Bose (b. 1855), a leading educationist of Bengal argued that women should have 'a deeper and extended' education, 'not because we may make better matches for our girls...not even that the services of the daughter-in-law may be more valuable in the home of her adoption, but because woman like man is first of all a mind, and only in the second place physical and a body' (Bose, 1907). Kamini Roy, an alumna of Bethune College in an address delivered at a girls' school, claimed that the true aim of women's education was to contribute to their all-round advancement and realisation of their potentials. Hindu girls, studying in schools with Brahmo and Christian girls showed distinct keenness on pursuing studies.<sup>1</sup>

Yet, women's education in colonial Bengal did not come with ease. A movement for female education started as a part of the 'colonized males' search for the 'new woman'.<sup>2</sup> Initially, the missionaries took the initiative of educating the women of Bengal with the expressed purpose of converting 'pure heathens', i.e. Indian women confined to zenanas.<sup>3</sup> Later on Indian male reformers or the Bhadrals took up the cause of women's education. Apart from these private initiatives, the British Government also responded to the same cause by instituting few new schools for the females of Bengal. British rulers and Bhadrals reformers alike saw women as passive objects of reform.<sup>4</sup> Both of them with few exceptions wanted education for women in order to create good mother and good wife models. Jogesh Chandra Bagal noted the contributions of the Female Juvenile Society, The Ladies Society, The Ladies Association and The Sreerampore Mission as the foreign agencies in the promotion of women's education in Bengal during the first half of the nineteenth century.<sup>5</sup>

Although the introduction of female education in Bengal had some positive results, they suffered from some limitations as well, as the effects of such education were confined to the small circles of either the Brahmos or the Christians. And as most of these efforts were carried out secretly, it failed to change the attitude of conservative society as a whole. Scarcity of good female teachers and the expense of hiring private teachers could not be met by lower and middle class families.<sup>6</sup>

<sup>1</sup> Ray, Bharati, "Women of Bengal : Transformation in Ideas and Ideals, 1900-1947", Social Scientist, Vol. 19, No. 5/6 (May-June, 1991), pp. 6-8.

<sup>2</sup> Chakraborty, Rachana, "Women's Education and Empowerment in Colonial Bengal" in Hans Hagerdal ed., Essays on Colonial Domination and Asian Agency, Amsterdam University Press, 2009, p. 87.

<sup>3</sup> Forbes, Geraldine H., In search of the 'Pure Heathen' Missionary Women in Nineteenth Century India, Vol. 21, No. 17 (Apr. 26, 1986), p. WS2.

<sup>4</sup> Borthwick, Meredith, The Changing Role of Women in Bengal : 1849-1905, Princeton University Press, 1984, p. 41.

<sup>5</sup> Bagal, Jogesh Chandra, "History of Bethune School and College (1849-1949)" in Bethune School and College Century Volume ed. by Dr. K. Nag, Bethune College Press, 1949, pp. 3-7.

<sup>6</sup> Murshid, Ghulam, Reluctant Debutante : Responses of Bengali Women to Modernisation : 1849-1905, Rajsahi, Sahitya Samsad, 1983, p. 32.

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During the latter half of the 19<sup>th</sup> century, question regarding the nature and content of women's education became a subject of intense debate between the so-called 'liberal progressive' group on the one hand and 'conservative revivalist' on the other.<sup>7</sup> But, both the groups agreed to one general proposition, that if India had to catch up with the west in terms of its material achievements, then her women had to be educated. Nor could this mission be left to an alien colonial state or the missionaries because, in doing so if the native women started to refashion themselves in the image of her white western counterpart, then it would create a new crisis of identity for the native society. So, they wanted to educate their women, but of course in a controlled way.

It was felt within the reforming circles that if the women of Bengal could relate to the western women, there would be an immediate threat to the existing social order, overturning hierarchies of power. So, they wanted to define the kind of education that would be suitable for Bengali women. Dadabhai Naoroji for example, expressed his views against the discrimination between men and women by saying that, "The time will come when natives generally will see the benefit of female education as a great social necessity to rise in civilization and to advance social happiness and progress and will understand that women had as much right to exercise and enjoy all the rights, privileges, and duties of this world as men, each working towards the common good in her or his respective sphere. But that time has not come yet... Good and educated mothers only will raise good and educated sons".<sup>8</sup> While Naoroji does mention that women should have the right to enjoy all the rights available to men, there is no mistake in the familiar note of women raising sons for the nation. Nor can one ignore the fear of being "anglicized" by which Bengali women discarding their own culture and tradition could move towards acquiring 'tastes' that men folk of Bengal would be unable to fulfil.

During the early stage of female education in Bengal, there was an extensive debate on the mode of education, but there had been little discussion on its content. The education of men and women were not seen in the same way. The educationalists of Bengal were divided into two groups over the content and the curriculum that was to be offered to the women. While one of the groups advocated exactly the same type of education as males had, in order to provide quality, the other group favoured a modified curriculum to train women for their future role as wife and mother.<sup>9</sup>

Interestingly, even the educated Bengali women themselves championed the cause of education with a view to getting educated, well-placed bridegrooms and to become better wives. Around this time in England also parents wanted that kind of education for their daughters which would enhance a girl's chances of achieving matrimony.<sup>10</sup> Rokeya Sakhawat Hossein gave examples of how in the absence of proper female education, the husband wife relationship could be strained, making both the husband and wife extremely unhappy. With the examples of English motherhood before them, these Bengali women could realize that educated Bengali mothers would be able to bring up their children properly. It was believed that if the women became educated they would be better organized to do housework and would be less quarrelsome. Education would develop their mental faculties as well as womanly virtues.

As the home was perceived as the centre of women's activities, hence it was argued that with desirable education women might make better mothers and better wives. Even, Priyambada Debi and Kulabala Debi termed the existing female education as 'manly' and unsuitable for women. Kulabala Debi, insisted that the prescribed education for woman should help her to develop such womanly virtues as chastity, self-sacrifice, submission, devotion, kindness, patience and the labours of love.<sup>11</sup> It is interesting to note that in the nineteenth century discourse on women's education the question of developing the individualism of women was still absent. Thus, while the reform issue was being

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<sup>7</sup> Bhog, Dipta, "Gender and Curriculum", *Economic and Political Weekly*, Vol. 37, No. 17 (Apr. 27-May 3, 2002), p. 1638.

<sup>8</sup> Bhog, Dipta, "Gender and Curriculum", *Economic and Political Weekly*, Vol. 37, No. 17 (Apr. 27-May 3, 2002), pp. 1638-1639.

<sup>9</sup> Bothwick, Meredith, *The Changing Role of Women in Bengal : 1849-1905*, Princeton University Press, 1984, p. 80.

<sup>10</sup> Murshid, Ghulam, *Reluctant Debutante : Responses of Bengali Women to Modernisation : 1849-1905*, Rajsahi, Sahitya Samsad, 1983, p. 56.

<sup>11</sup> *ibid*, p. 60.



debated by the Bhadrakol in public forums and in the press, women continued with their usual household routine.<sup>12</sup>

Men's attempt to uplift their women were not meant for women's welfare alone, they were at the same time, motivated by men's aspiration for the fulfilment of their own lives. In the new age of nineteenth century, the womanhood had much in common with the conventional image of woman as wife and mother which was to be designed by education and some Victorian ideals borrowed from the west. According to Partha Chatterjee, the home was projected as the inner spiritualized space of the nationalist male, where women preserved the age-old Indian dharma. The material world might have



**John Eliot Drinkwater  
Bethune**

been lost to the colonial rulers, but the home remained the site of the nationalist victory. That is why the idea of modern, educated housewives was always tied to the older patriarchal imagination of the mythical figure of Lakshmi.<sup>13</sup> The Muslim reformers advocating women's education also wanted to create women who would be better mothers and better Muslims.<sup>14</sup>

The most significant breakthrough in the education of Bengali women came with the establishment of Calcutta Female School on 7<sup>th</sup> May, 1849 in Calcutta by John Eliot Drinkwater Bethune, who was the law member in the Governor General's Council and President of the Council of Education. But, he also reiterated the need for educated mothers and the familiar belief in the "civilizing" mission of women.<sup>15</sup>

According to Bethune, to attain these goals women were to be taught in Bengali, using English only for "subsidiary advantages" and with their parental approval. Apart from mere general subjects, girls were also going to learn 'a thousand feminine works and accomplishments' in embroidery, fancy work and drawing, to give them a "means of adoring their own homes, and of supplying themselves with harmless and elegant employment". In short, it was the same kind of education that was in vogue among their British middle class contemporaries.<sup>16</sup> The aforesaid view found resonance in the Report dated 15<sup>th</sup> December, 1862 forwarded by Iswarchandra Vidyasagar to the Lieutenant Governor of Bengal, when he suggested that reading, writing, arithmetic, biography, geography, history of Bengal, needle-work, and sewing were to be taught to the girls of Bethune School.<sup>17</sup>

Though Bethune School was meant for the girls of Hindu upper and middle class families, but, education at Bethune School was free from religious influence and the School staffs were not allowed to preach Christianity at any time. Nevertheless, the School was not successful initially. Even those who agreed on the necessity of female education saw public schooling as an offending custom and religious propriety. It was said that many of the School girls were low-caste and that the duration of their education was very brief because of early marriages. Attendance was irregular and middle income bhadrakol families, which supplied most of the pupils were unable to afford the fee in addition to the other costs of female education.<sup>18</sup>

A survey conducted by divisional inspectors of School for the committee of Public Instructions in 1870 provides valuable insight into the social background of pupils at the school. Of the 76 pupils at Bethune School at that time, 51 were from the "small land holder, higher professional and lower professional" groups. The School was open to the girls of Hindu Nationality between 6 and

<sup>12</sup> Bothwick, Meredith, *The Changing Role of Women in Bengal : 1849-1905*, Princeton University Press, 1984, p. 41.

<sup>13</sup> Chakraborty, Rachana, "Women's Education and Empowerment in Colonial Bengal" in Hans Hagerdal ed., *Essays on Colonial Domination and Asian Agency*, Amsterdam University Press, 2009, p. 88.

<sup>14</sup> Minault, Gail, *Secluded Scholars : Women's Education and Muslim Social Reform in Colonial India*, Delhi Oxford University Press, 1998, p. 215.

<sup>15</sup> Bothwick, Meredith, *The Changing Role of Women in Bengal : 1849-1905*, Princeton University Press, 1984, p. 73.

<sup>16</sup> *ibid*, p. 74.

<sup>17</sup> Indramitra, Karunasagar Vidyasagar, Ananda Publishers, Fifth edition, October, 2007, p. 222.

<sup>18</sup> Bothwick, Meredith, *The Changing Role of Women in Bengal : 1849-1905*, Princeton University Press, 1984, p. 75-76.

18 years of age and it was meant for the Matriculation Standard.<sup>19</sup> The education imparted at the beginning was of an elementary nature and the intention of the founder was to attract girls of the upper class.<sup>20</sup> In this School instruction was imparted in Bengali. For girls who lived far away and were unable to afford transport, a carriage was provided. The first two pupils of this School (Bhubanmala and Kundamala) were the daughters of the orthodox Pandit Madan Mohan Tarkalankar.<sup>21</sup> Madan Mohan Tarkalankar wrote in “Sarbasuvankari Patrika” that conservatives believed that there was no point in educating women, because they would neither get into service nor to Law Courts with the object of practising politics. Since they would not go to foreign lands for trading purpose or interact with the outside world, they would remain confined to home, even if they got educated (1850).<sup>22</sup> Bethune School was maintained by its founder from his private funds, until 1851 when he died. The most Noble the Marquis of Dalhousie bore all its expenses from 1851 to 1856. It was then taken over and has since been supported by the Government. The management is entrusted to a committee appointed by the Government of Bengal.<sup>23</sup>

The institution contributed immensely to the development of female education in Bengal in the sense that the bhadralok by sending their daughters to this School publicly broke the age-long customs of strict seclusion, and female education was thus institutionalized.<sup>24</sup> Miss Mary Carpenter during her visit at Calcutta wrote that herewith the Government some influential Hindus played important role in decision making and Hindus did not like to change the ancient manners.<sup>25</sup> Contrasting the condition of women’s education in Bombay and Calcutta, Miss Carpenter saw 200 pupils in many Bombay schools, but in Bethune School she could find only eighty students and Bethune School was the only girls School she had seen in Calcutta for the higher classes, managed by native gentlemen who got large help from the Government, while at Bombay native gentlemen support the schools entirely by themselves. As she observed that the Calcutta gentlemen were much opposed to the establishment of a female normal School or to anything which indicated change in the condition of women in India.

Although progressive in outlook, and a staunch believer in the social uplift of women, J. E. D. Bethune, too shared the contemporary ideal of womanhood. He foresaw educated woman of Bengal primarily as a “Debonair” i.e. woman of good root-stocks”, “of good family”.<sup>26</sup> He thus favoured educating women through a formal institution, but he did not try to implement any radical change like women’s employment, or their participation in politics. On the contrary an alumna of Bethune College, Sunitibala Gupta, opined that the education which had no practical implication and which could not improve their lives was not their aim. According to her, true education would enable women to be self-employed. Educated women would perform her household duties more skilfully and they would certainly not make bad mothers and bad wives as a result of their education.<sup>27</sup>

So in retrospect it can be said that though the colonial government and the patriarchy had shared a limited space for the educated women, many women themselves demanded a more meaningful education that would establish their own identity. With the turn of the century, the educated women of Bengal became even more articulate and were able to step into the public domain through their participation in employment and political movements. This voice of educated women of Bengal became evident in the writings of Ashabati Sarkar, an alumna of Bethune College, who wrote an article entitled “Message of the Age to Girls”, which was published in “Usha” (Bethune College Magazine) and was included in the Calcutta University Commission’s Report of 1919 as well. She wrote that, “The girls of Bengal have been receiving education for about forty years. The time has

<sup>19</sup> University of Calcutta, The Calendar, 1930, p. 356.

<sup>20</sup> University of Calcutta, The Calendar, 1930, p. 528.

<sup>21</sup> Chakraborty, Rachana, “Women’s Education and Empowerment in Colonial Bengal” in Hans Hagerdal ed. Essays on Colonial Domination and Asian Agency, Amsterdam University Press, 2009, p. 90.

<sup>22</sup> Indramitra, Karunasagar Vidyasagar, Ananda Publishers, Fifth edition, October, 2007, p. 189.

<sup>23</sup> University of Calcutta, The Calendar, 1889, p. 254.

<sup>24</sup> Murshid, Ghulam, Reluctant Debutante : Responses of Bengali Women to Modernisation 1849-1905, Rajsahi, Sahitya Samsad, 1983, pp. 34-35.

<sup>25</sup> Carpenter, Mary, On female education in India from Bristol selected Pamphlets (1868), p. 9.

<sup>26</sup> “Usha”, Bethune College Magazine, Vol. 1, No. 7, March, 1918, p. 6.

<sup>27</sup> Sunitibala Gupta, “Bangaramonir Bartamankalupogoji Sikkha” in “Usha”, Bethune College Magazine, Vol. 1, No. 7, March, 1918, pp. 23-27.

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come when we shall have to choose one or others of the ways. What way are we going to choose? The first glamour of awakening has passed. It is time some of the unpleasant features of the emancipation of women should pass also, and make room for reason and clear thought which will make every girl of Bengal a true woman...It is the spirit in which life is led that matters. The power of self-control is another name for liberty. Liberty consists in the right of choosing according to conscience and reason. This control was forced upon women by men before, but now has to come from within ourselves. To this, love must be added. Reason is supreme only by the side of love. Received and given in this spirit, education may impart the power alike of self realization and self restraint. The woman is [the] true guardian of the early education of the children of the race, and she herself must have that which she alone can impart in turn to them. The way to much of what is best in education lies through the education of girls and women.<sup>28</sup>

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## CONVERGENCE OF HUMANITARIAN LAW AND HUMAN RIGHTS LAW DURING ARMED CONFLICT : A CASE STUDY OF JAMMU AND KASHMIR, INDIA

Vijay Pd. Jayshwal

L. L. B. Student at Kathmandu School of Law, Nepal

Sapriya Thapa

Legal Intern & Teaching as Lecturer, Kathmandu School of Law, Nepal

### ABSTRACT

This article is an attempt to see the possibility of convergence of International Humanitarian Law and International Human Rights Law in issues of Jammu and Kashmir conflict of India which is serving serious challenge for the Humanitarian law jurisprudence. The changing face of Armed Conflict in 21st century has posed serious alarming question to the existing laws related to International Armed Conflict (IAC) and Non-International Armed Conflict (NIAC). The everyday regular phenomenon's are nowadays turning into hostilities which is challenging the application of 'conduct of hostilities' model which is governed by International Humanitarian Law or Laws of Armed Conflict – IHL and when a 'law enforcement' called International Human Rights Law – IHRL applies. This article also examines the domain of operation of IHL and IHRL for seeking the point of departure and point of meeting with each other in this conflict. There is serious question among the Jurists of International law about whether these two legal regimes called IHL and IHRL are incompatible with each other or there is ray of hope which might be applied in parallel and alongside. The issues of Jammu and Kashmir are challenging the entire development of IHL and IHRL in field of armed conflict. Jammu and Kashmir contention is not only the subject matter of Humanitarian jurisprudence rather it has drag the political meaning of two countries in Asia which are India and Pakistan. These countries have fought three times war with each other over the conflict of Jammu and Kashmir in search of establishing the sovereign authority of each others. This article seeks to address the conflicting issues of IHL and IHRL for the better protection of civilian and others. The conflict over the Jammu and Kashmir is becoming more of political focused than the Humanitarian. The different leadership are playing with the issues of Jammu and Kashmir from the political lenses and looking from their political eyes which shall not be effective for resolution of conflict.

**Key Words :** International Humanitarian Law, International Human Rights Law, Political Eyes, Conflict and Blame game

### Armed Conflict : Journey of Blood shed

Armed conflict is as old as human kind itself. There is has been always customary practices in the war, but only the 150 years states started to frame the applicable rules for regulation of warfare. Conflict took place when hope for negotiation dies. Human history has faced numerous shocking conflicts over this small period of evolution. There are two different form of armed conflict recognized by the Humanitarian Law. This categorization has been made in reason of the areas and parties involved in the conflict.

The States parties to the 1949 Geneva Conventions have entrusted the ICRC, through the Statutes of the International Red Cross and Red Crescent Movement, *"to work for the understanding and dissemination of knowledge of international humanitarian law applicable in armed conflicts and to prepare any development thereof"*<sup>1</sup>. The ICRC has helped to synchronized all wide spread laws applicable to the armed conflict via initiating the codification of all. The ICRC has adopted first convention in 1864<sup>2</sup> regarding the civilian atrocities in the armed conflict. There are number of luminaries who have contributed to understand the nature and concept of Armed Conflict. There is no any disagreement to say that J & K conflict bear the essentialities of NIAC since the two different states are not confronting with each other. NIAC has been defined by H.-P. Gasser, "non-international armed conflicts are armed confrontations that take place within the territory of a State between the

<sup>1</sup> Statutes of the International Red Cross and Red Crescent Movement, art. 5, para, 2(g)

<sup>2</sup> Geneva Convention for the Amelioration of the condition of the wounded in Armies in the field, 1864.

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governments on the one hand and armed insurgent groups on the other hand. [...] Another case is the crumbling of all government authority in the country, as a result of which various groups fight each other in the struggle for power"<sup>3</sup> International Humanitarian Law distinguishes two types of armed conflicts, namely<sup>4</sup>

- International Armed Conflicts (IAC), opposing two or more States, and
- Non-International Armed Conflicts (NIAC), between governmental forces and nongovernmental armed groups, or between such groups only.

Judgments and decisions of the ICTY throw also some light on the definition of NIAC. As mentioned above, the ICTY went on to determine the existence of a NIAC "whenever there is [...] protracted armed violence between governmental authorities and organized armed groups or between such groups within a State"<sup>5</sup>.<sup>16</sup> The ICTY thus confirmed that the definition of NIAC in the sense of common Article 3 encompasses situations where "several factions [confront] each other without involvement of the government's armed forces".

Schindler also proposes a detailed definition : "The hostilities have to be conducted by force of arms and exhibit such intensity that, as a rule, the government is compelled to employ its armed forces against the insurgents instead of mere police forces. Secondly, as to the insurgents, the hostilities are meant to be of a collective character, [i. e] they have to be carried out not only by single groups. In addition, the insurgents have to exhibit a minimum amount of organization. Their armed forces should be under a responsible command and be capable of meeting minimal humanitarian requirements"<sup>6</sup>.

International Humanitarian Law (IHL) treaty law also establishes a distinction between non-international armed conflicts in the meaning of common Article 3<sup>7</sup> of the Geneva Conventions of 1949 and non-international armed conflicts falling within the definition provided in Article (1) of Additional Protocol (AP, 1977) II of the Geneva Convention (GC)<sup>8</sup>. This categorization implies in the case of Jammu and Kashmir conflict also. There are different group fighting with each other in order to create civil disturbances in the areas of Jammu and Kashmir. The trouble with the J & K is largely being politicized by the politicians and also the Medias which have almost defeated the application of Laws and Rules. The International Humanitarian Law is well developed and well equipped with norms and standards in the form of Customary International law and *Jus Cogens*"<sup>9</sup> "which bound together beyond the territory.

According to a classic public IL separation between the law of peace and the law of war

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<sup>3</sup> International Committee of the Red Cross (ICRC) Opinion Paper, How is the Term "Armed Conflict" Defined in International Humanitarian Law March 2008 " available at [http ://www.icrc.org/eng/assets/files/other /opinion-paper-armed-conflict.pdf](http://www.icrc.org/eng/assets/files/other/opinion-paper-armed-conflict.pdf) accessed on 21/4/2014

<sup>4</sup> Ibid, accessed on 21/4/2014 .

<sup>5</sup> ICTY, The Prosecutor v. Dusko Tadic, Decision on the Defense Motion for Interlocutory Appeal on Jurisdiction, IT-94-1-A, 2 October 1995, para.70.

<sup>6</sup> D. Schindler, "The Different Types of Armed Conflicts According to the Geneva Conventions and Protocols," RCADI, Vol. 163, 1979-II, p. 147. Available at [http ://www.icrc.org/eng/assets/files/other /opinion-paper-armed-conflict.pdf](http://www.icrc.org/eng/assets/files/other/opinion-paper-armed-conflict.pdf) accessed on 20/4/2014

<sup>7</sup> Common Article 3 applies to "armed conflicts not of an international character occurring in the territory of one of the High Contracting Parties". These include armed conflicts in which one or more non-governmental armed groups are involved. Depending on the situation, hostilities may occur between governmental armed forces and non-governmental armed groups or between such groups only. As the four Geneva Conventions have universally been ratified now, the requirement that the armed conflict must occur "in the territory of one of the High Contracting Parties" has lost its importance in practice. Indeed, any armed conflict between governmental armed forces and armed groups or between such groups cannot but take place on the territory of one of the Parties to the Convention.

<sup>8</sup> International Committee of the Red Cross, " International Humanitarian Law-Answers to your Questions" published by ICRC, Switzerland (2002), pg-04 Two protocol additional to the four 1949 Geneva Conventions, which strengthen the protection of victims of International (API) and Non-International (APII) armed conflicts. These two protocol has assisted the main convention for the implementation.

<sup>9</sup> Jus Cogens which is well explained under Article 62 of Vienna Convention of Law of Treaty (1969) and in a judgment of Furumb Zija by the international Criminal Tribunal for Yugoslavia (1998 Para 139 and 153), as understood the highest rank which stand above any treaty and customary law of International law.

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IHRL applies in times of peace and IHL in times of armed conflict. Gaps remain regarding the protection of individuals in four circumstances. This is considered also as the grey area between IHRL and IHL! There are four scenarios :<sup>10</sup>

1. Where the threshold of applicability of IHL is not reached
2. Where the State in question is not a party to the relevant treaty or instrument
3. Where derogation from the specified standards is invoked and
4. Where the actor is not a government but some other group (non State actors organized armed groups).

The NIAC shall be applying in the case of conflict within the territory of any states. The justification of Jammu and Kashmir conflict bear the element of NIAC can be made accordingly :

Firstly, For the NIAC the ICRC opinion paper doesn't ask for the formal declaration of war or the recognition of the war by any of the parties. The conflict over Jammu and Kashmir meets this criterion because the parties are involving in the land of Jammu and Kashmir (J&K).

Secondly, the NIAC can be proven even if the non state forces are operating the conflict. J&K conflict are largely conducted by the non-state actors operating their operation through underground.

Thirdly, NIAC are armed confrontations occurring within the territory of a single State and in which the armed forces of no other State are engaged against the central government. Non-international armed conflicts do not include conflicts in which two or more States are engaged against each other. However if any foreign countries give military support to any state where internal conflict takes place then it is said to be non-international arm conflict<sup>11</sup>.

Fourthly, the Common Article 3 of all four GC merely requires that the armed conflict not be of "an international character" and occur "in the territory of one of the High Contracting Parties".<sup>12</sup> These two criteria are also available in the conflict of J & K such as; the hostilities must reach a minimum level of intensity. This may be the case, for example, when the hostilities are of a collective character or when the government is obliged to use military force against the insurgents, instead of mere police forces.<sup>13</sup> The conflict of J&K are being restored or dismantled by the Indian Military Army (IMA) in one side while the Pakistani Military Army (PMA) in another side and non-governmental groups involved in the conflict must be considered as "parties to the conflict", meaning that they possess organized armed forces. This means for example that these forces have to be under a certain command structure and have the capacity to sustain military operations.<sup>14</sup>

This small statistics proves the gravity of conflict in Jammu and Kashmir, Since March 1990, estimates of between 250,000 to 300,000 pundits have migrated outside Kashmir due to persecution by Islamic fundamentalists in the largest case of ethnic cleansing since the partition of India.<sup>15</sup> The proportion of Kashmiri Pundits in the Kashmir valley has declined from about 15% in 1947 to, by some estimates, less than 0.1% since the insurgency in Kashmir took on a religious and sectarian flavor.<sup>16</sup> Many Kashmiri Pundits have been killed by Islamist terrorists in incidents such as the

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<sup>10</sup> Dr. Gentian Zyberi, "Relationship between IHRL, IHL and International Criminal Law" NHRC (2012) available on [http://www.uio.no/studier/emner/jus/jus/JUS5730/h12/undervisningsmateriale/relationship\\_ihrl-ihl-icl-3.pdf](http://www.uio.no/studier/emner/jus/jus/JUS5730/h12/undervisningsmateriale/relationship_ihrl-ihl-icl-3.pdf) accessed on 2014/04/05

<sup>11</sup> Professor Michael and Schmitt The Manual on the Law of Non International Armed Conflict With Commentary 2006 available at <http://www.dur.ac.uk/resources/law/NIACManualIYBHR15th.pdf> accessed on 4/22/013

<sup>12</sup> Professor Michael N. Schmitt. International Institute of Humanitarian Law The Manual on the Law of Non International Armed Conflict With Commentary 2006 available at <http://www.iihl.org/iihl/Documents/The%20Manual%20on%20the%20Law%20of%20NIAC.pdf> accessed on 4/18/2014

<sup>13</sup> The Prosecutor v. Fatmir Limaj, Judgment, IT-03-66-T, 30 November 2005, Para. 94-134.

<sup>14</sup> D. Schindler, The Different Types of Armed Conflicts According to the Geneva Conventions and Protocols, RCADI, Vol. 163, 1979-II, p. 147. Available at <http://www.icrc.org/eng/assets/files/other/opinion-paper-armed-conflict.pdf> accessed on 20/4/2014

<sup>15</sup> Kashmiri Pandits in Nandimarg decide to leave Valley, Outlook, 30 March 2003, retrieved 30 November 2007

<sup>16</sup> William Dalrymple, "Kashmir : The scarred and the beautiful published by. New York Review of Books, 1 May 2008, p. 14 available at <http://www.nybooks.com/articles/archives/kashmir-the-scarred-and-the-beautiful/> acceded on 2014/07/16

### **Conflict of Jammu and Kashmir**

When India and Pakistan became separate and independent nations in August of 1947,<sup>18</sup> theoretically they were divided along sectarian lines. Jammu and Kashmir's Independence as a separate Nation in 1947 was not tolerated by Pakistan and had immediately launched a guerrilla war to free the majority-Muslim region from Hindu rule.<sup>19</sup> The paradise was under attack from Pakistan side guerrilla which compel for asking assistance from India. Then king signed an agreement to accede to India in October of 1947, and Indian troops cleared the Pakistani guerrillas from much of the area. The newly-formed United Nations intervened in the conflict in 1948, organizing a cease-fire and calling for a referendum of Kashmir's people in order to determine whether the majority wished to join with Pakistan or India. However, that vote has never been taken.

Since 1948, Pakistan and India have fought two additional wars over Jammu and Kashmir, in 1965 and in 1999. The region remains divided and claimed by both nations; Pakistan controls the northern and western one-third of the territory, while India has control of the southern area. China and India both also claim a Tibetan enclave in the east of Jammu and Kashmir called Aksai Chin; they fought a war in 1962 over the area, but have since signed agreements to enforce the current "Line of Actual Control". Maharaja Hari Singh remained head of state in Jammu and Kashmir until 1952; his son later became the governor of the (Indian-administered) state. The Indian-controlled Kashmir Valley's 4 million people are 95% Muslim and only 4% Hindu, while Jammu is 30% Muslim and 66% Hindu. Pakistani-controlled territory is almost 100% Muslim; however, Pakistan's claims include the entire region including Aksai Chin. The future of this long-disputed region is unclear. Since India, Pakistan and China all possess nuclear weapons, any hot war over Jammu and Kashmir could have devastating results.

### **Perspective from International Human Rights Law**

There is close relationship between the IHRL and IHL which is indispensable to distinguish. There are three different factors which shall justify the application of IHRL during the armed conflict of NIAC or IAC. IHRL generally understood as the laws applicable during the peace time which bears the detailed complaint procedure and remedies are available in case of violation both by the national measures and international measures. Since, the issues of J & K are of the NIAC in nature which also bear the applicability of IHRL during the conflict.<sup>20</sup> International human rights law prohibits the arbitrary deprivation of life under any circumstances. The government of India is a party to the International Covenant on Civil and Political Rights (ICCPR). Article 6 of the ICCPR expressly

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<sup>17</sup> Migrant Pandits voted for end of terror in valley, The Tribune, 27 April 2004, available at [www.tribuneindia.com](http://www.tribuneindia.com) accessed on 2014/07/16

<sup>18</sup> The British Raj was not merely a political colonial period for almost all the region of Asia but it was driven by the availability of enormous quantity of resources available in this region. The Great Hindustan which had extended to entire region of almost present areas of Pakistan, Bangladesh, Burma, and Nepal under one setup. The legacy of 1947 and its pre era had brought political along with social paradigm shift in this region. Prior to 1947, this colonial region was not recognized as India but BHARAT which is named Vedic ally after name of Bharat King (one of Hindu King). It was the year of 1947 when the declaration of Bharat into India took place followed by the partition. It was agreed that people having Hindu faith will live in India and Muslim in Pakistan but settlement pattern of this region was mosaic and quite complex. It was hard time for dividing of faith. But anyhow partition took place after Lahore incident or cleansing. In between, a small traditionally enrich, beautiful, heaven of earth Planet called Jammu and Kashmir was there which was not agreed with partition. This areas bear Hindu majority in Jammu while Muslim majority in Kashmir. Jammu and Kashmir is reflection of natural beauty in hands of human being but conflict has changed it into hell.

<sup>19</sup> In the current demographic characteristics, there are nine million people in the Indian Kashmir, about six millions are Muslims, the rest three millions are Hindus, Buddhists and Sikhs. While Kashmir valley is now almost all Muslim, in Ladakh Buddhists are still in majority. Muslims are still a minority in Jammu, available at <http://hinduworld.tripod.com/views/kashmir.html> accessed on 2014/07/16

<sup>20</sup> The conflict over the J & K strongly favors the applicability of IHRL which provides the remedial grounds. There are criticisms against the Pakistani and Indian Military personnel who captured the people and provide no fair trial at any cost. Both the side are exclusively violating the human rights of each others.



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prohibits derogation from the right to life. Thus, even during time of emergency, "[n]o one shall be arbitrarily deprived of his life".<sup>21</sup> The Article 21 of Indian Constitution which secures the Right to life applies for J & K areas also. This article has been interpreted in the widest sense which shall cover all possible areas for the better protection and insurance of no threat anywhere. There are number of Judgments delivered by the SC of India regarding the enforcement of Right to Life. The ICCPR also prohibits torture and other forms of cruel, inhuman and degrading treatment. Articles 4 and 7<sup>22</sup> of the ICCPR explicitly ban torture, even in times of national emergency or when the security of the state is threatened.<sup>23</sup>

The Indian army, Special Task Force, Border Security Force, and state-sponsored paramilitary groups and village defense committees-the principal government forces operating in Jammu and Kashmir<sup>24</sup>-have systematically violated these fundamental norms of international human rights law. Under international law, India's state-sponsored militias are state agents and therefore must abide by international human rights and humanitarian law. The government of India is ultimately responsible for their actions.

### **Perspective from International Humanitarian Law**

International humanitarian law, also known as the laws of war, applies when there is a situation of international and internal "armed conflict". Although Human Rights Watch has maintained that the struggle in Kashmir in the early 1990s did meet this threshold, it is less clear that international humanitarian law applies to the conflict given the diminution of fighting throughout much of Kashmir apart from the Kargil region, and the decreased capacity of the militant groups to conduct effective military operations. However, the fact that in Doda and in other border regions militant forces regularly engage Indian army troops, and the size of the armed forces deployed on both sides, suggests that international humanitarian law may still apply.

The international humanitarian law applicable to the conflict in Kashmir is found in Article 3 common to the four Geneva Conventions of August 12, 1949-known as "Common Article 3". Common Article 3 provides international law and standards governing the conduct of parties in an internal armed conflict, including government forces and insurgents. Common Article 3 provides that:

Persons taking no active part in the hostilities, including members of armed forces who have laid down their arms and those placed hors de combat by sickness, wounds, detention, or any other cause, shall in all circumstances be treated humanely, without any adverse distinction founded on race, color, religion or faith, sex, birth or wealth, or any other similar criteria. To this end, the following acts are and shall remain prohibited at any time and in any place whatsoever with respect to the above-mentioned persons :

(a) Violence to life and person, in particular murder of all kinds, mutilation, cruel treatment and torture; (b) taking of hostages; (c) outrages upon personal dignity, in particular humiliating and degrading treatment; (d) the passing of sentences and the carrying out of executions without previous judgment pronounced by a regularly constituted court, affording all the judicial guarantees which are recognized as indispensable by civilized peoples.

(2) The wounded and sick shall be collected and cared for.

However, Common Article 3 in no way precludes the government of India from punishing

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<sup>21</sup> Article 4, Article 6(1) Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life., International Covenant on Civil and Political Rights.

<sup>22</sup> No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation

<sup>23</sup> Article 4 states "In time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed... no derogation from articles 6, 7, 8 (paragraphs 1 and 2), 11, 15, 16 and 18 may be made under this provision". Article 7 states "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment". International Covenant on Civil and Political Rights, U.N. General Assembly Resolution 2200 A (XXI) of 16 December 1966. India became a signatory on April 10, 1979.

<sup>24</sup> The other security forces deployed in Kashmir, the CRPF and the BSF, have combat duties and sometimes conduct operations jointly with Indian army forces.

persons for crimes under its domestic laws. Indeed, Human Rights Watch believes that it is the Indian government's duty to do so. Thus, Kashmiri militants may be tried for murder, kidnapping or other crimes, so long as they are afforded the rights of due process. Persons protected by Common Article 3 of the Geneva Conventions include all noncombatants, even if they have provided food, shelter or other partisan support to one side or the other, and members of the armed forces of either side who are in custody, are wounded or are otherwise hors de combat. If under these circumstances, such persons are summarily executed or die as a result of torture; their deaths are tantamount to murder. Torture, hostage-taking, and rape have all been prominent abuses in the Kashmir conflict, and it is evident that Common Article 3 forbids each of them. Rape also violates the ICCPR and Common Article 3 prohibitions on torture.

### **Convergence of IHRL and IHL in Conflict of J & K**

South Asia today is characterized as land of conflict. Almost all the countries in South Asia are facing the internal armed conflict or any kinds of disturbances. The Armed Conflict Database (ACD) produced by the IISS (London) has been identifying nine South Asian internal and international conflicts. The significant numbers of people along with the Universities are studying this conflict phenomenon. The conflict over J & K is quite unique which has created problem for the intellectuals. New Delhi based the Institute of Peace and Conflict Studies (IPCS), running an annual conference on the study of “Armed Conflicts in South Asia” for the past six years with the greater hope for the reconciliation of conflict.<sup>25</sup> The Pak Institute for Peace Studies has also been computing information on conflicts in South Asia on a periodic basis.<sup>26</sup> These two institutions have produced significant number of reports about the changing faces of conflict in Asia.

The convergence of IHRL and IHL in conflict over J & K are justifying through available international instruments for the enforcement of it. India is almost parties to all the available International Instruments along with the domestic legislation. India is first country in SA which has domesticated the Geneva Convention Implementing Act of 1936 or Geneva Convention Act 1960. The IHRL have following International Instrument or Hard Core Measure :-

### **Universal Instruments**

- a) The Universal Declaration of Human Rights adopted by UN General Assembly in 1948
- b) The Convention on the Prevention and Punishment of the Crime of Genocide in 1948
- c) The International Covenant on Civil and Political Rights of 1966
- d) The International Covenant on Economic, Social and Cultural Rights of 1966
- e) The Convention on the Elimination of All Forms of Discrimination against Women of 1981
- f) The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment of 1984
- g) The Convention on the Rights of Child of 1989
- h) Convention on the Elimination of Racial Discrimination of 1965
- i) Convention on Migrant Workers of 1990

The International Humanitarian Law has also specific convention for the recognition and enforcement of laws in armed conflicts.

- The Four Geneva Convention of 1949 along with the additional protocol of 1977 applicable for International and Non –International Armed Conflict

There is no point of divergence saying that the Humanitarian Law is “*lex specialis*” designed to apply precisely in case of conflict of having both nature while the Human Rights law is “*lex generale*” applies in both armed and non armed condition. The relationship between the IHRL and IHL has said by the International Court of Justice in Nuclear Weapons Advisory Opinion (July 1996), para. 25, “The test of what is an arbitrary deprivation of life, however, then falls to be determined by the applicable *lex specialis*, namely, the law applicable in armed conflict which is designed to regulate the conduct of hostilities”. And similarly in the Legal Consequences of the Construction of a Wall in the

<sup>25</sup> The IPCS report of the “Armed Conflicts in South Asia 2012” for the Sixth Annual Conference. The Conference was addressed by India’s National Security Advisor, Shivshankar Menon.

<sup>26</sup> Khurram Iqbal and Safdar Sial, “Armed Conflicts in South Asia : Overview and New Dimensions”, dated : 07-06-2007, Pakistan Institute for Peace Studies

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Occupied Palestinian Territory Advisory Opinion (July 2004), Para, (106), “As regards the relationship between International Humanitarian Law and human rights law, there are thus three possible situations some rights may be exclusively matters of international humanitarian law others may be exclusively matters of human rights law yet others may be matters of both these branches of international law. International Criminal Tribunal for former Yugoslavia has also explained about the non- distinctive relation with these two sects of laws. In case of *Prosecutor v. Kunarac*, Judgment of 22 February 2001, para. 467, “Because of the paucity of precedent in the field of international humanitarian law, the Tribunal has, on many occasions, had recourse to instruments and practices developed in the field of human rights law. This enriches jurisprudence of IHRL and IHL clearly signifies the convergence of Human Rights and Humanitarian law.

### Conclusion

Laws are meaningless if it fails to be implemented. The state machinery must be prompt to implement the laws and rules. The conflicts of J & K are on both the International and Internal character which puts global and countries specific responsibilities. The restoration of peace and justice lies to both the government of India and Pakistan for the people of J & K. The political eyes must be superseded by the Legal eyes which can prevent further any arm attack on J & K region. The trilateral talk with J & K representative, Indian and Pakistani must be held time and again to keep people calm there in J & K. The Humanitarian Law and Human Rights Law both seems applicable in case of J & K. the Human rights law keeps negative obligation and positive duties upon countries while humanitarian law brings international communities together for better hope.

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## THE SUBJECTS, OBJECTS AND THE OBJECTIVES OF THEATRE OF ROOTS

**Mrityunjay Kumar Prabhakar**

**Assistant Professor, Drama & Theatre Art, RSDD, Sangit Bhawan, Visva Bharati University,  
Santiniketan, West Bengal, Email : mrityunjay.prabhakar@gmail.com**

### ABSTRACT

‘Theatre of Roots’ is a term coined by theatre critic and administrator Suresh Awasthi, to describe ‘modern Indian theatre’s encounter with tradition’<sup>1</sup>. It has been characterized as ‘liberation from western realistic theatre’, in mid seventies. Awasthi just did not coin the term but also tried to boost it, as a movement, through the national premiere cultural institution Sangeet Natak Akademi working in the field of performing arts, which he was heading as Secretary from 1965 to 1974. No doubt the term ‘theatre of roots’ did get legitimized with immediate effect and it has charted out a way for a modern theatre with the elements of traditional theatre in the whole country, through the funding and government support provided to the young theatre enthusiasts, working in their respective regions. Sangeet Natak Akademi (hereafter SNA) organized zonal and national festivals from 1984 onwards till 1991 and supported many theatre and other performing art practitioners through various ways, either on the name of research or production, to develop a theatre idiom indigenous in character, inspired by the folk/traditional theatre of the country.

‘Theatre of Roots’ is a term coined by theatre critic and administrator Suresh Awasthi, to describe ‘modern Indian theatre’s encounter with tradition’<sup>2</sup>. It has been characterized as ‘liberation from western realistic theatre’, in mid seventies. Awasthi just did not coin the term but also tried to boost it, as a movement, through the national premiere cultural institution Sangeet Natak Akademi working in the field of performing arts, which he was heading as Secretary from 1965 to 1974. No doubt the term ‘theatre of roots’ did get legitimized with immediate effect and it has charted out a way for a modern theatre with the elements of traditional theatre in the whole country, through the funding and government support provided to the young theatre enthusiasts, working in their respective regions. Sangeet Natak Akademi (hereafter SNA) organized zonal and national festivals from 1984 onwards till 1991 and supported many theatre and other performing art practitioners through various ways, either on the name of research or production, to develop a theatre idiom indigenous in character, inspired by the folk/traditional theatre of the country.

The support it lent to this particular movement was a preplanned move which the Akademi carried out on the basis of the nationwide theatre seminars it organized in its premise during sixties and seventies in which all the major theatre practitioners of the country were invited to participate and formulate a model of Indian Theatre which would be ‘National’ in its characteristics. A ‘National’ institution trying to carve out a ‘National’ theatre on the basis of the folk/traditional forms of varied regions and communities, simply states the fact that on certain level Nation State was behind the process of the roots movement in whatever form. The writing of Uma Anand,<sup>3</sup> the then Assistant Secretary of SNA, left no any ambiguity when she wrote in 1974 about this upbringing and declared the mission accomplished in an article titled ‘Emergence of a National Theatre in India’, a Contemporary theatre has emerged, not in any one or other corner of this diverse and large country but simultaneously in all major centres [...] which bears a definite stamp; a unity, if not a uniformity; a character that can only be called national, since it is composed of so many varying facets.<sup>4</sup>

Now, the question arises that why the Akademi, which was built in 1952 and started functioning in 1953, felt the need of creating a ‘National’ theatre based on folk/traditional idioms after 15 years of independence. What was the institution doing during all these years? There is hardly any doubt about it that the Akademi was a brainchild of then Prime Minister Pandit Jawaharlal Nehru, a person who took deep interest in the matters of literature and culture and built several institutions like

<sup>1</sup> Awasthi, S. "Theatre of Roots" : Encounter with Tradition, TDR (1988-), Vol. 33, No. 4 (Winter, 1989), pp. 48-69

<sup>2</sup> Awasthi, S. "Theatre of Roots" : Encounter with Tradition, TDR (1988-), Vol. 33, No. 4 (Winter, 1989), pp. 48-69

<sup>3</sup> Uma Anand was an editor of Sangeet Natak which was a journal published by the Sangeet Natak Akademi from 1965-1981.

<sup>4</sup> Anand, Uma. ‘Emergence of a National Theatre in India’. Indian and Foreign Review, 11(17) : 16-17.

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this all over India. We are also aware of the fact that Pandit Jawaharlal Nehru had a certain view of the 'Nation'. According to his vision, 'Nation' should be developed on the basis of modern sciences and its pursuit, keeping industrialization in mind, while preserving the cultural plurality and vivacity. He has called industries as the modern temples of India. His idea of the 'Nation' was a city centered society, which could be seen in his Five Years plans of the Planning Commission made during his time. When over 90 percent of the population of India was overtly dependent on agriculture while living in villages, Mr. Nehru and his planning commission were focusing on industrialization and urbanization more than anything else.

So, when Sangeet Natak Akademi was formed it was carrying a different task altogether, in the light of the Nehruvian view of the 'Nation' and supporting the city based theatre groups who were devising their plays on realistic theatre models and supporting the so called classical dance forms discovered by the respective gurus on the name of authentic Indian performing arts. Not only the Akademi but the person Suresh Awasthi, who later coined the term and was behind the official 'Theatre of Roots' movement, also had a different view on traditional theatre forms of India at that point of time. Suresh Awasthi was leading Bhartiya Natya Sangh, popularly known as BNS, a cultural group established on the suggestion of Nehru by Kamladevi Chatopadhyay, which was working as a Congress front in the field of culture to counter the Indian People's Theatre Association (IPTA) activities in the country.

In a symposium organized by Bhartiya Natya Sangh in 1961, to discuss the current theatre scenario, the majority was against accepting the folk/traditional performances as theatre and was against the use of these forms to create a new kind of theatre. Until then Habib Tanvir, who had done productions of 'Agra Bazar' and 'Mitti ki Gadi' by utilizing the folk idioms, was characterized, in that symposium, as an intruder who has nothing to do with Indian contemporary theatre (read urban theatre). These were the words written for him in the report of the symposium : It seems that some intruders have also got into this symposium, which have nothing to do with Contemporary Indian Theatre.<sup>5</sup>

These words written about participation of Habib Tanvir and the ideas he had propagated in that symposium, who was in favor of using traditional theatre elements in modern theatre, gives us the clear picture, about the approach of Awasthi and his mates towards traditional theatres of India and use of their tools to carve out Indian Modern Theatre. He himself has written in one of his articles named 'Theatre of Roots, Encounter with Tradition' published in TDR<sup>6</sup>,

'Apart from giving a label, I would also like to admit my "guilt" (my friend, director Shyamanand Jalan, talking about this new theatre, calls me the "guilty" man) for raising the question of relevance of traditional performance for contemporary theatre in a national seminar in 1961 which I organized as the general secretary of the Indian Center of the International Theatre Institute (ITI).'

Even, as a theatre critique, Suresh Awasthi had criticized heavily the play 'Mitti ki Gadi' in a review written for a magazine called 'Kalpana' in 1958 titled 'Mitti ki Gadi, Ek Samalochana'. Here are his words about the production of 'Mitti ki Gadi,' which carved its own niche in Indian Theatre and paved the way for the 'Theatre of Roots' movement, which he himself was propagating in his later phase of life :

If we consider all the performance elements of 'Mitti Ki Gadi' separately, then we see that it has avoided both the performing traditions desi and margi. Characters were shown in different costumes. The movement of the characters on stage, acting style, utilization of different visual elements, all these have been done by accommodating different styles of performances. Sometimes it carries physical gestures of comedy, sometimes stylizations and sometimes realistic methods and behaviors. This could be seen in every part and parcel of direction because of this it lacks any kind of formalistic and stylized unity which makes this play quite ambiguous and finally it abandons RASNISPATI in the audience.<sup>7</sup>

The unpleasant writing style and the content did show that the writer had reservations about the kind of plays Habib Tanvir had produced during that time. By then, Habib Tanvir had carved his

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<sup>5</sup> A report on Natya Sangathi, organized by Bhartiya Natya Sangh, Coordinator- Suresh Awasthi, 1961.

<sup>6</sup> Awasthi, S". 'Theatre of Roots' : Encounter with Tradition, TDR(1988), Vol. 33, No. 4 (Winter, 1989), pp. 48-69

<sup>7</sup> Awasthi, S. 'Mitti Ki Gadi Ek Samalochana', Kalpana : April 1958.

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own niche in Indian theatre through his vibrant productions of 'Agra Bazar' and 'Mitti ki Gadi', both totally different in its form, style and content from the contemporary theatre happening in Delhi, and known as one of the pioneers of 'Theatre of Roots' movement. It would be quite interesting to look into that what happened during next 10-15 years that he not only started appreciating Habis Tanvir's model of performance but also tried at his level best to start a movement altogether on the basis of the same.

My paper on 'Poetics and Politics of Subversion in Theatre of Roots', will be looking at these questions through the historiography of the 'Theatre of Roots' movement and its overall impact and practices in modern Indian theatre, as this is one movement which has characterized Indian theatre in a very different way and effected the whole theatre scenario of this country, which was earlier quite attached to the western model of theatre practice due to the colonial subjugation of more than 200 years. There is hardly any doubt that the so called Indian modern theatre was direct outcome of the contact with colonial theatre practice and it was carrying the stamp of it by adopting its methods and forms in its beginning. But 'Theatre of Roots' movement consciously tried to unchain the theatre practice of this country from the clutch of the colonial legacy. It has challenged the western pedagogy and methodology of theatre practice and developed its own pedagogy and methodology by revisiting its own history and traditions of performing methods, tools and practices. As Erin B. Mee writes in her book 'Theatre of Roots'<sup>8</sup>,

Anyway, this impulse became known as 'Theatre of Roots' movement—a post-Independence effort to decolonize the aesthetics of modern Indian theatre by challenging the visual practices, performer-spectator relationships, dramaturgical structures and aesthetics goals of colonial performance. The movement sought new ways of structuring experience; new ways of perceiving the world and new modes of social interaction that were not dictated by the values and aesthetics of the colonizers. While many late nineteenth and early-twentieth-century productions resisted colonial laws and practices in their subject matter, the roots movement challenged colonial culture by reclaiming the aesthetics of performance and by addressing the politics of aesthetics. This was a move which altered the whole performing art scenario, the move that shook the whole colonial aesthetics of a performance.

The revitalizing of the modern Indian theatre through engaging with its own historic age old traditions was not just an Indian phenomenon. It had happened throughout the world as countries coming out of the chain of colonial rule had felt the need to carry their own traditions rather continuing the colonial legacy. As, Dr. Suresh Awasthi had rightly mentioned in his article, "Theatre of Roots" : Encounter with Tradition,

In this context it is of interest to note that the search for roots, the liberation from Western realistic theatre, and the emergence of a new theatre is an Asian phenomenon. Also, the processes of this phenomenon and artistic features of the new theatre have a common pan-Asian character. It is regrettable that this newly emergent Asian theatre remains largely un-noticed in the Western world except for the work of a few Japanese directors, such as the late Terayama and Suzuki Tadashi. Roughly during the same period many directors in Sri Lanka, Indonesia, South Korea, Japan, and more recently China, discarded the realistic mode of theatre, and by utilizing the rich theatrical heritage of their respective countries, evolved a style in tune with indigenous values and aesthetics. It is also significant that the theatre of roots in Asia has emerged at a time when the avant-garde theatre in the West inspired by Asian theatrical traditions and values has declined<sup>9</sup>.

This phenomenon has been characterized and debated worldwide in Post Colonial discourse, which is quite a buzz of today intelligentsia. To understand the whole phenomenon it's quite needed to look into the discourse of Colonial culture and the Post Colonial upsurge of the local culture in India.

### **Colonial Imprint on Indian Theatre**

As a British colony, India too had to go through the whole churning we discussed in the last segment. British colonial rulers tried to subjugate India not just by force but also through controlling the local mind. And for this, they used several practiced methods and subjugated the local language,

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<sup>8</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp. 11.

<sup>9</sup> Awasthi, S".Theatre of Roots" : Encounter with Tradition, TDR (1988),Vol. 33,No. 4 (Winter, 1989), pp.48-69

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culture and the arts, imposing English as the most scientific and accurate language, British culture as high culture and British art as the high art. Undoubtedly, being a dominant force in the unequal relationship between the colonizer and the colony, they succeeded, as Marx and Engels put it, 'the ideas of the ruling class are in every epoch the ruling ideas'.<sup>10</sup>

The British colonial rulers penetrated in Indian languages, cultures and art practices and leveled them of low quality. This happened in all walks of life. All the social-cultural elements related to the natives were termed as lower in relation to the west and the British. Whether it is the matter of language, culture, music, dance, visual arts or theatre, they applied the same stamp for all these. Even the local customs, rituals were termed age old and barbaric in nature. Local feasts and festivals met the same fate.

India has a long tradition of theatre practice. From Sanskrit theatre to the different regional living traditions, there are hundreds of varieties of theatre practice available in the vast land of diverse cultures and languages. Theatre had been in the close contact with the people of India since ages. The British tried to show down Indian theatre through propagating their own cultural icons like Shakespeare and theatre practice. They used all the resources for the same. Let's have a look on British theatre culture in India and how they tried too boosting it to establish it as a high particle in respect to their Indian counterparts.

British Colonial rule had introduced Proscenium theatre to the Indian and the stage technique, which was result of the industrial revolution and scientific progress of the western society. Apart from it, they had made other significant changes in theatre practice. Nobody can deny the role of British Colonial rulers in modernizing Indian theatre practice but by doing so they have also altered the purpose of theatre. As Erin B. Mee writes in her book 'Theatre of Roots',

It is clear that the British introduced the proscenium stage to India, which changed the performer-audience relationship and the ways in which audiences participated in productions. They also commercialized theatergoing, turning theatre into a commodity rather than a community even related to annual harvests and religious occasions. Most significantly, however, they introduced a conceptualization of theatre as dramatic literature, a construction that shaped the very definition of theatre, and the aesthetics of the emerging modern Indian theatre<sup>11</sup>.

This concept of dramatic literature as the central force for a theatre production was given by the colonial theatre practice. In Indian theatre, however, there are well known playwright in Sanskrit and other languages but mostly theatre practice was a kind of extempore activity for us. Our regional and traditional theatre hardly follow any written script, they develop it according to the situation and actors ability. The openness of Indian theatre practice was the force of it but with the influence of colonial theatre culture modern theatre has been defined as well written, plot driven and dialogue oriented practice. This is what Erin B. Mee has also suggested,

Modern theatre came to be defined in terms of plot-driven plays that stemmed from a single author. It was expected to have human characters, conversational dialogue, behavior that was psychologically motivated, events that were casually linked, and realistic setting that allowed spectators to believe in the present-tense reality of the action onstage and to identify with the characters, eliminating anything that would shatter the illusion of the fictional world of the play<sup>12</sup>.

This was done quite consciously to harass the age old Indian performing traditions. Their objective was to defy Indian performing traditions and labeled them so as subversive and lower art practices in respect to the western theatre practice. Although, there is a spring of regional theatre forms due to Bhakti movement in the Middle Ages but according to colonial conception of theatre there was hardly any theatre existed in India after the decline of Sanskrit theatre. Erin B. Mee rightly observes the same in her book 'Theatre of Roots'.

This definition of modern theatre – playwright-initiated, text-driven and plot-based—marginalized indigenous, performance-driven genres of theatre based on actor improvisation, composed of short and unrelated pieces of entertainment and/or of a number of song-and-movement sequences and/or taking place over an entire night or a series of days and nights. Genres with these

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<sup>10</sup> The German Ideology, ed. C. Christopher John Arthur, International Publishers co. (1970), pp 64.

<sup>11</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp. 2.

<sup>12</sup> Ibid.

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dramaturgical structures came to be thought of as 'theatrical' but not as theatre per se. the exclusive definition of theatre as dramatic literature contributed to a construction of theatre history that effectively erased several centuries of performance-based theatre. According to this definition, there was no theatre between the decline of Sanskrit drama around 1000 CE and the rise of modern drama in the nineteenth century because there were very few products outside the context of performance.<sup>13</sup>

Thus, we can understand that the imprint of colonial theatre was very deep not just on the practice of theatre but also on the concept of modern theatre and this notion traveled even after the departure of the British colonizers from our land. If we look back into the period of 1950s's and 1960s' we can see that modern directors who emerged after independence were very much following the theatre practice inherited from the colonial master. Almost all the major directors were very much influenced by the realistic mode of theatre production. Not only have the directors, even the playwrights of that period also tried to follow the western style of playwriting which could be easily traced down from the history of our modern theatre after independence.

### **Post Colonial Surge for 'Theatre of Roots'**

Although, the British ruled over India for almost 200 years but the fights against their imperial rule, were never discontinued in all these years. Right from the initial struggles to the war led by tribal warriors Siddhu-Kanhu and from the first war of independence of 1857, to the later democratic and non democratic struggles for National Independence never granted them a period to relax for a long time. People of India had learnt a lot through these struggles. The growing consciousness against the colonial power culture had led Indian leaders to attack on their very own economic, social and cultural consciousness; the movement led by Gandhi of the boycott of foreign goods and products was one such movement. Gandhi also boosted the Swadeshi movement against British colonial rulers to become self reliant by using traditional resources of the country in all the walks of life. Erin B. Mee has mentioned this in these words.

Mohandas Karamchand Gandhi (1869-1948) is perhaps the most famous person to promote traditional aspects of Indian culture as a weapon in the struggle against the British. Swadeshi, which literary means 'belonging to one's own country' but which Gandhi defined in 1909 as 'reliance on our own strength' (in Brown 1989 : 90), was a nationalist movement advocating the boycott of foreign goods. Gandhi linked the notion of Swadeshi to the art of charkha (spinning wheel) and to the wearing of khadi (homespun cloth). Gandhi spoke of 'creating a new society from the roots upwards' (in Brown 1989 :122; emphasis added). In using this metaphor, Gandhi prefigured both the language and the philosophy of the theatre of roots movement. Clearly, these movements ran in tandem : as politicians were defining and shaping modern India, artists were defining and shaping modern Indian theatre, dance and painting<sup>14</sup>.

This nationalist freedom struggle zeal for seeing Indianness was not limited to just the politics and in other way of life. It affected the practitioners and theoreticians of the art field in the same manner. Long before it appeared in the field of theatre and performing arts it came into the field of visual arts. As early as 1907, art historian Ananda Coomaraswamy (1877-1947), author of the well known book Art and Swadeshi, defined the most important goal of the nationalist movement as the propagation of 'the great ideals of Indian culture'. The Bengal renaissance in the field of painting and visual arts under the leadership of Avnindranath Thakur and others was the direct outcome of the Nationalist movement.

After Independence, India was very much keen to search its cultural roots to confront the world as a 'Nation', which has its own cultural legacy, as during the 150 years of colonial subjugation under British Empire, it has come on a different cultural path, as Habib Tanvir, one of the pioneers of the 'Theatre of Roots' movement observes :

After Independence, the biggest problem occurred before us was problem of our identity and how to protect our distinctiveness. We started looking like a Nation which is not only in its technique but also in administration, education, expectations, direction of its thoughts, and even in its theatre

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<sup>13</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp. 2.

<sup>14</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp. 20.



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practice it has become blind follower of west.<sup>15</sup>

To move away from colonial past and its cultural influences, India, as a Nation, started the search of its own cultural identity, and this search led Indian Performing and other art practitioners to the vast cultural treasure and repertoire of Indian traditional and classical art forms. Erin B. Mee had tried to understand this phenomenon in these words.

Because theatre was used to disseminate colonial culture and demonstrate cultural superiority, it became a powerful tool with which to challenge that very same colonial authority, both before and after India's Independence in 1947. After Independence, a number of playwrights and directors turned to classical dance, religious ritual, martial arts and popular entertainment (genres that had come to be identified as 'Indian') along with Sanskrit aesthetics theory to see what dramaturgical structures, acting styles and staging techniques could be used to create an 'indigenous' nonrealistic style of production that in turn could define as 'Indian theatre'. This impulse became known as the theatre of the roots movement—a post-Independence effort to decolonize the aesthetics of modern Indian theatre by challenging the visual practices, performer-spectator relationships, dramaturgical structures and aesthetics goals of colonial performance. The movement sought new ways of structuring experience; new ways of perceiving the world and new modes of social interaction that were not dictated by the values and aesthetics of the colonizers. While many late nineteenth and early-twentieth-century productions resisted colonial laws and practices in their subject matter (see Bhatia 2004), the roots movement challenged colonial culture by reclaiming the aesthetics of performance and by addressing the politics of aesthetics.<sup>16</sup>

The dance practitioners tried to reinvent the classical dance forms to showcase themselves as the representatives of Indian dances and they were termed as Indian classical dances like Bharatnatyam, Kuchikudi, Kathak, Oddissi and others. The available valuable classical texts and practices, along with the traditional and folk practices, which varied by communities and regions, led the art practitioners to the path of Indianness and the state took hardly any time in recognizing them as an authentic Indian art forms.

In later phase, we see that the most of the practitioners of the art fields turned to their roots, to invent their own art practices and seek inspiration. Suresh Awasthi has written in his article, 'Theatre of Roots, Encounter with Tradition' published in TDR<sup>17</sup>.

As part of the great cultural renaissance of the post-Independence period, there has been a most meaningful encounter with tradition in various fields of creative activity. The return to and discovery of tradition is inspired by a search for roots and a quest for identity. This is part of the whole process of decolonization of lifestyle, social institutions, creative forms, and cultural modes.

There is hardly any doubt that the movement of going back to roots was termed as 'theatre of roots' by Suresh Awasthi but the seed of this movement was sown long before him. Although, this roots movement was very much evident during the 1930's and 40's in other art forms, the same didn't happened in the field of urban theatre as at that point of time the urban theatre was very much carrying forward the mission of modern drama in western pursuit and style. Although, the stream of folk and traditional theatre practices of our country never eloped but they were characterized as subvert and unimportant, so they passed unnoticed. However, practitioners like Bhikhari Thakur and Gulab Bai were practicing theatre of their own style, using and developing the traditional forms of their respective regions. Bhikhari Thakur, who had developed and perfected the theatrical form called 'Bidesia,' started his theatre practice in 1916 which went up to 1971. Gulab Bai, the mistress of 'Nautanki', was working through 1940's to 1980's; in such a manner that it has become one of the most popular entertainers in North India, while 'Bidesia,' catered both North and the North-East audiences. 'Yakshagana' in Karnataka, 'Kathakali' and 'Kudiyattam' in Kerala, Jatra in Bengal, Saang of Haryana, Tamasha of Maharashtra in other parts of the country, but they were termed as lesser practices by the so called modern theatre practitioners and their intelligentsia, who were busy in

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<sup>15</sup> 'The crisis of Identity and Question of Authenticity in Theatre', paper presented in a conference organized by Sangeet Natak Akademi and India International Centre (17-19 December, 1984).

<sup>16</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp 3-4.

<sup>17</sup> Awasthi, Suresh 'Theatre of Roots, Encounter with Tradition', TDR (1988), Vol. 33, No. 4 (Winter, 1989), pp. 48-69

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copying the European style of drama, loaded with melodramatic dialogues, big gestures, exaggerated costumes and not to forget the painted sceneries on the backdrop. This kind of theatre was popularly known as 'Parsi Theatre' during that period, which was very much popular in the cities, especially in the Hindi heartland. It has been developed through the direct colonial penetration in the field of culture, as per the colonialist point of view,

The definition of theatre as dramatic literature was connected to the imposition of a literary culture and the persuasion of that of the culture as superior. It created a cultural divide between what came to be seen as high/English/urban/modern/theatre and what was categorized as low/Indian/rural/traditional/performance<sup>18</sup>.

However the degenerating notion of Indian performing traditions later bounced back with full force and became the element through which the colonial hangover from the Indian modern realistic theatre was countered,

This cultural dichotomy profoundly influenced the movement that came to be known as the theatre of roots which crystallized as a strategic response to colonial definitions of modern theatre<sup>19</sup>.

The most electrifying result was seen in this domain when Indian Peoples' Theatre Association (IPTA) was formed in 1942. IPTA had a different mandate for its programs and approach towards theatre and culture. Rather than the bourgeois attention to the so called high art forms, it has direct inclination to the people oriented folk and traditional art forms. IPTA tried not just to give voice to the people's cause but also in people's forms. They not only unearthed the music, dance and theatre traditions of the people of the various regions but also developed performances with their use. 'Andhra Praja Mandal' one of the allies of IPTA in Andhra Pradesh was doing the same and so did the other units of IPTA in all over India. This has led the Indian art practitioners into a different terrain where folk and traditional forms which had been seen as the downtrodden and subversive became the thrust of the cultural practice rather than the high and classic. Theatre of Shanta Gandhi, Dina Pathak, Habib Tanveer and many others was direct product of this lineage.

After Independence, the desire to 'Indianize' was felt not only in the theatre but in almost all aspects of life, including education where in 1961 the government mandated 'the study of India's history and culture' rather than British history and culture (Planning Commission 1961 : 317). Politicians, dancers, painters, musicians, and filmmakers all turned to tradition within their respective genres.

This was the period when a number of playwrights and directors turned to classical dances, religious rituals, martial arts and popular entertainments (genres that had come to be identified as 'Indian') along with Sanskrit aesthetics theories to see what dramaturgical structures, acting styles and staging techniques could be used to create an 'indigenous' nonrealistic style of production that in turn could define as 'Indian theatre'.

Shanta Gandhi, Habib Tanveer, Dina Pathak, K. N. Pannikar, H. Kanhailal and B. V. Karanth were the first generation directors who turned to the vast treasure of the Indian performing traditions to find out their own modern theatrical language. Figures like Utpal Dutta and Shantigopal were experimenting with Jatra with the same connotation in Bengal. On the other hand K. Shivram Karanth was trying to utilize the rigor of Yakshagana in Karnataka. The Roots movement was slowly getting momentum in the national theatre scenario. More interestingly, the first generation 'Theatre of Roots' directors were coming from the direct lineage of IPTA among whom Habib Tanvir was the leading figure. Talking about this new trend in theatre Habib Tanvir has written :

When 'Ahmedabad Mandal' performed its play 'Maina Gurjari' in Delhi, then only 'Bahuroopi' from Kolkata performed 'Rakta Karbi' in the direction of Shambhu Mitra and at the same time I have produced 'Agra Bazar'. My aim is not to contrast these three plays here. Evidently these are distinct productions of their own kind. The thing which should be noticed here are that all these three productions has incorporated poems, songs, dialogues. Historically, we can say that through these productions a new way of producing plays was emerging on the scene.<sup>20</sup>

Habib Tanvir, was one of the first directors of modern drama, who has utilized the elements

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<sup>18</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp.2.

<sup>19</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp.2

<sup>20</sup> 'The crisis of Identity and Question of Authenticity in Theatre', paper presented in a conference organized by Sangeet Natak Akademi and India International Centre (17-19 December, 1984).

of traditional/popular performances i.e. song, music, poems, free hand movements and open spaces for his productions like 'Agra Bazar' and 'Mitti Ki Gadi', which were highly criticized by the theatre critics of that time and the other so called modern theatre practitioners. But, Habib Tanvir was unaffected of these criticism as he had of firm belief that, 'theatre forms borrowed from the West were totally inadequate for effectively projecting the social aspirations, way of life, cultural patterns and fundamental problems of contemporary India and that 200 years of 'alien' rule had destroyed India's cultural identity.'<sup>21</sup>

So, in 1961, Tanvir called for 'our own plays about our own problems in our own forms'. He started experimenting with actors coming from the background of Naacha, a performing style from the rural areas of Chhatisgarh, to build up theatre of his own which has its roots in Indian tradition. He established his own theatre group called 'Naya Theatre' for the same purpose in 1959 but even before he had done the same experiment in his works of 'Agra Bazar' and 'Mitti ki Gadi'. Later Suresh Awasthi, the so called pioneer of Theatre of Roots, has written positively about Habib Tanvir's contribution in these words.

In the mid-'sos the noted director Habib Tanvir broke away from realistic theatre and started on a journey in search of roots. With his two productions- Mitti Ki Gadi (1954), a popular operatic version of the Sanskrit classic Mrichchhakatikam (The Toy Cart) and Agra Bazar (1954), his own unconventional play on the life and poetic works of the popular 19th-century Urdu poet Nazir of Agra. Tanvir brought music and poetry back to the theatre and a traditional sense of gaiety and celebration. He continues to work with a group of brilliant folk performers, synthesizing folk and modern theatrical traditions<sup>22</sup>.

However, theatre of Habib Tanvir is traditional in style but modern in its meaning. This modernity makes his theatre socially contemporary, politically relevant and culturally vibrant. His approach towards folk traditions is not one of an antiquarian, or of a revivalist. He does not even appropriate them. On the contrary, we find in his work a very conscious design to subvert orthodox beliefs in order to create a theatre which is addressed to our immediate setting and elemental experiences at the same time. In fact, this subversion of orthodox beliefs is a ready key not only to the radical attitude of Habib Tanvir towards indigenous practices but also to the political matrix of his own theatre. The subversion he applies with his own theatre is the best critique of the Theatre of Roots movement later propagated by Suresh Awasthi through SNA. As Erin B. Mee writes,

Dr. Suresh Awasthi (1918-2004), one of the principal architects of the movement as a whole and the man who coined the term 'theatre of roots' to describe modern Indian theatre's 'encounter with tradition', has characterized it as a 'liberation from Western realistic theatre' (1989 :48).<sup>23</sup>

Later other directors like B. V. Karanth, K. N. Pannikar and Ratam Thiyan emerged on the stage as the champion of 'theatre of roots' movement following the experiments, imprint and niche created by Habib Tanvir in modern Indian theatre by revitalizing it through the use of traditional elements of our own performing traditions. Suresh Awasthi highlights their contributions in these words,

The modern Indian theatre, a product of colonial culture, felt an intense need to search for roots to counteract its violent dislocation from tradition. Directors like B. V. Karanth, K. N. Panikkar, and Ratan Thiyan have had meaningful encounters with tradition and, with their work, have reversed the colonial course of contemporary theatre, putting it back on the track of the great Natyasastra tradition. It sounds paradoxical, but their theatre is both avant-garde in the context of conventional realistic theatre, and part of the 2,000-year-old Natyasastra tradition. Natyasastra's survival is strikingly marked in the art of the actor, in the use of music and dance in realizing the performance text, in a whole set of conventions for treating time and space, and in the overall design and structure of a performance.<sup>24</sup>

<sup>21</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp.7

<sup>22</sup> Awasthi, Suresh 'Theatre of Roots, Encounter with Tradition', TDR (1988-), Vol. 33, No. 4 (Winter, 1989), pp. 48-69.

<sup>23</sup> Mee, E.B. Theatre of Roots, (2007), Seagull Books, London. pp.2

<sup>24</sup> Awasthi, Suresh 'Theatre of Roots, Encounter with Tradition', TDR (1988-), Vol. 33, No. 4 (Winter, 1989), pp. 48-69.

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This was the period when even the playwrights started writing plays using traditional elements and playwrights like Girish Karnad, Vijay Tendulkar, Mani Madhukar and others emerged on the scene. Suresh has also mentioned their contribution in these words,

Girish Karnad's famous Hayavadana, inspired by the yakshagana of Karnataka, begins with the prayer "Jai Gajavadane"- "Victory to Ganesha," the elephant-headed god-and its innovative and improvisatory production in 1972 by B. V. Karanth with music, mime, and movements heralded the return of Lord Ganesha, the presiding deity of traditional theatre. With this event, we might say, contemporary theatre began its encounter with tradition<sup>25</sup>.

In 1980s' Ford Foundation started supporting 'Theatre of Roots' movement directors and then SNA followed the dictates. SNA even went out of its way to support new directors working with any folk form in the country and organized the festival of those plays in different zones of the country and at the national level. Through this process a new bunch of theatre directors came to the central stage. Directors like Ratan Thiyam, M. K. Raina, Neelam Man Singh Chowdhury, B. Jayashree, Bansi Kaul, K. Kaladharan, Maya Krishna Rao, A. Mangai, Bhanu Bharti, Satish Anand, Parvej Akhtar, Balwant Thakur, Laique Hussain, and many more got recognition in the Indian theatre scenario at that point of time. Many of them went back to their unheard past while some of them are still glittering on the stage.

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<sup>25</sup> Awashti, Suresh 'Theatre of Roots, Encounter with Tradition', TDR (1988-), Vol. 33, No. 4 (Winter, 1989), pp. 48-69.

**THOUGHT ON THINKING : CRITICAL & CREATIVE****Tushar Gupta****Research Scholar, Faculty of Education, Banaras Hindu University, Varanasi, Uttar Pradesh****Email : tushar31july@gmail.com****Professor S. B. Bhattacharya****Ex-Head & Dean, Faculty of Education, Banaras Hindu University, Varanasi, Uttar Pradesh**

*To be genuinely thoughtful, we must be willing to sustain and protract that state of doubt which is the stimulus to thorough enquiry, so as not to accept an idea or make a positive assertion of a belief until justifying reasons have been found.* (Dewey, 1933)

**ABSTRACT**

Critical thinking could be described as reflective, reasonable, responsible and skilful thinking that is focused on deciding how to believe or do. Creative thinking is generally considered to be involved in creation or generation of ideas, processes, experiences, or objects. Critical and creative thinking are two different mental processes but both of them are necessary for successful problem solving. This paper aims to outline the need and importance of critical thinking and creative thinking. Creative thinking involves searching for meaningful new connections by generating many unusual, original, and varied possibilities, as well as details that expand or enrich possibilities. Critical thinking, on the other hand, involves examining possibilities carefully, fairly, and constructively—focusing your thoughts and actions by organizing and analyzing possibilities, refining and developing the most promising possibilities, ranking or prioritizing options, and choosing certain options. This paper also highlights the differences between critical thinking and creative thinking.

**Key Words :** Critical thinking, Creative thinking, Tools & Techniques

**Introduction**

A student who thinks critically can ask appropriate questions, efficiently gather and sort relevant information, reason logically from this information and come to reliable and trustworthy conclusions about the world whereas creative thinking encourages students to use a variety of approaches to solve problems, analyze multiple viewpoints, adapt ideas, and arrive at new solutions. Sometimes it is referred to as divergent thinking. Strategies can be introduced using direct instruction in creative problem solving models and creative thinking processes. The processes are generally considered to be fluency, flexibility, originality, and elaboration.

Critical thinking is a mental process through which one evaluates ideas, assertions, or assumptions and makes well reasoned judgements. Creative thinking is the ability to look at things from a new perspective, to come up with fresh solutions to problems. It is a deliberate process that allows one to think in ways that improve the likelihood of generating new ideas or thoughts. According to Marzano (1992), critical thinking involves the use of declarative knowledge, procedural knowledge and conditional knowledge to solve a problem. Creative thinking is a whole brain process, which involves generating ideas, evaluating ideas, and selecting ideas, hence its basic function is to rearrange structures and patterns and bring novel and original solutions to the problems. The process of creative thinking involves generating multiple ideas and then making selection of more useful, effective, or appropriate ideas in order to have a workable solution to the problem.

**Critical Thinking**

*Critical thinking refers to the use of cognitive skills or strategies that increase the probability of a desirable outcome. Critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions. Critical thinkers use these skills appropriately, without prompting, and usually with conscious intent, in a variety of settings. That is, they are predisposed to think critically. When we think critically, we are evaluating the outcomes of our thought processes—how good a decision is or how well a problem is solved.* (Halpern, 1999)

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Critical thinking is not a new concept. In ancient Greece over 2500 years ago, Socrates began teaching what is today known as critical thinking; he has been heralded as the first teacher of critical thinking (Irfaner, 2006). The term critical thinking began to surface in the 1970s and was initially linked to solving problems. In 1977 the Tbilisi Declaration stated the importance of preparing students to wrestle with complex social and environmental issues by teaching critical thinking skills (United Nations Educational, Social and Cultural Organization [UNESCO], 1980).

Critical thinking is the process of determining the authenticity, accuracy, or value of something; characterized by the ability to seek reasons and alternatives, perceive the total situation, and change one's view based on evidence. Critical thinking is an important skill that students need to develop while at achieving higher education. It is necessary for a well-informed judgements, be able to explain their reasoning and be able to solve unknown problems. It assesses the worth and validity of something existent. It involves precise, persistent, and objective analysis. Brookfield (1987) defines aspects and components of critical thinking as follows :

#### **Aspects of Critical Thinking :**

- Critical thinking is a productive and positive activity.
- Critical thinking is a process, not an outcome.
- Manifestations of critical thinking vary according to the contexts in which it occurs.
- Critical thinking is triggered by positive as well as negative events.
- Critical thinking is emotive as well as rational.

#### **Components of Critical Thinking :**

- Identifying and challenging assumptions is central to critical thinking.
- Challenging the importance of context is crucial to critical thinking.
- Critical thinkers try to imagine and explore alternatives.
- Imagining and exploring alternatives leads to reflective scepticism.

Paul (1995) defines critical thinking as “a unique and purposeful form of thinking that is practiced systematically and purposefully”. He imposes standard and criteria on the thinking process and uses them to construct thinking. Paul (1995) further refined critical thinking by identifying three thought traits and/or processes possessed by the critical thinker. They are elements of reasoning, traits of reasoning and reasoning standards. According to Moore & Parker (1994), Critical thinking is the careful, deliberate determination of whether we should accept, reject, or suspend judgement about a claim, and the degree of confidence with which one accepts or rejects it.

*“We understand critical thinking to be purposeful, self-regulatory judgement which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgement is based. Critical thinking is essential as a tool of inquiry. As such, critical thinking is a liberating force in education and a powerful resource in one's personal and civic life Whilst not synonymous with good thinking, critical thinking and self-rectifying human phenomenon”.* (Facione, 1990)

Critical thinking, in educational context, draws heavily on literature and pedagogy from Socratic questioning, inquiry-based learning and bloom's taxonomy. Educators are particularly interested in encouraging critical thinking, in which students consciously and purposefully direct their thoughts to find a solution to a problem (Halpern, 1998). *“Critical thinking is more than the successful use of the right skill in an appropriate context. It is also an attitude or disposition to recognize when a skill is needed and the willingness to exert the mental effort needed to apply it”.*

(Halpern, 2000)

According to Pascarella and Terenzini (1991) “...Critical thinking has been defined and measured in number of ways but typically involves the individual's ability to do some or all of the following : identify central issues and assumptions in an argument; recognize important relationships; make correct inferences from data; deduce conclusions from information or data provided; interpret whether conclusions are warranted on the basis of the data given; and evaluate evidence or authority”. For many educators, critical thinking is not a way to education but a prerequisite (McPeck, 1981). Critical thinking is a necessary skill all students need to develop in order to fully understand information presented in lessons (Lambert & Cuper, 2008). Critical thinking includes a complex

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combination of skills as stated by Paul & Elder (2006) are : accuracy, precision, relevance, depth, breadth, logic, significance and fairness.

Several barriers can hinder critical thinking instruction. Lack of training, limited resources, biased preconceptions, and time constraints conspire to negate learning environments that promote critical thinking. (Broadbear, 2003) stated that four barriers often hinder the integration of critical thinking in education :

- lack of training
- lack of information
- preconceptions
- time constraints

Critical thinking skills can be developed by :

- Asking question that encourage students to express their views and develop their ideas
- Providing opportunities for students to discuss open-ended issues and prepare arguments
- Providing opportunities for students to take part in collaborative talk to figure things out, solve problems and make decisions
- Directing teaching at specific skills, for example classifying, analysing, evaluating, drawing conclusions
- Teaching some of the principles of logical thinking and giving practice at identifying the flaws in logical arguments.

Critical thinking is important for students as it teaches them how to think rather than what to think about any subject or issue they deal with while they are able to effectively solve the issue (Snyder & Snyder, 2008; Scholastic, 2011). Critical thinking enables us to recognize a wide range of subjective analyses of otherwise objective data, and to evaluate how well each analysis might meet our needs. In (Shakirova, 2007) view critical thinking skills are important because they enable students “to deal effectively with social, scientific, and practical problems”. Slavin (2012) stated critical thinking skills are utilized for deductive reasoning and problem solving in order to uncover reasonable discrepancies and myths. The lack of critical thinking skills utilized within the classroom greatly diminishes the students’ chance for success (Irfaner, 2006).

### **Creative Thinking**

*Creative thinking in a disciplined manner can play a real role in innovation. Creativity and innovation are normally complementary activities, since creativity generates the basis of innovation, which, in its development, raises difficulties that must be solved once again; with creativity...It is not possible to conceive innovation without creative ideas, as these are the starting point.*

(Innovation Management Techniques in Operation, European Commission, Luxembourg, 1998.)

Creativity is composed by creative thinking, motivation and expertise (Amabile, 1998). Creative thinking is a mental process that generates a wide range of ideas and opens up opportunities. In other words it is an ability to imagine or invent something new and to generate new ideas by combining, changing, or reapplying existing ideas. Creative thinking opens possibilities, the chance to see more in any situation. It is also an attitude to accept change and newness and willingness to play with ideas and possibilities, flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it. In the context of college teaching and learning, creative thinking deliberately and actively engages students in :

- Bringing together existing ideas into new configurations;
- Developing new properties or possibilities for something that already exists; and
- Discovering or imagining something entirely new.

Creative thinking emphasises possible ways of solving a problem, not just the implementation of a particular solution. However, the creative process is not a single stroke of genius as it is frequently thought to be. During the process, one’s thinking could be made and failures could happen. Despite these risks, creative thinking results in discovery or invention for those who are curious, patient and persistent.

Any learning that is not routine that takes account of new knowledge, develop new ideas, or design solutions to new problems requires creative thinking. Creative thinking skills are a specific subset of creativity skills that include both creating thinking processes and the expression of creative

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ideas. The ability to generate and evaluate novel ideas is important to the creating thinking process and involves cognitive skills such as fluency, flexibility, originality, and elaboration. Teaching creative thinking skills plays a prominent role both in teaching and learning and building a better society. It reveals the kind of thinking that leads to new insights, new approaches, fresh perspectives, and entire new ways of understanding and conceiving of things.

Creative thinking skills enable us to :

- Generate and extend ideas, both verbally and visually
- Suggest possibilities and hypotheses
- Apply imagination, including seeing other viewpoints
- Experiment with ideas
- Create analogies, metaphors and new connections

Creative thinking or the act of creating ideas for solving problems is an integral part of education. It is a novel way of seeing or doing things that is characterized by four components- Fluency (generating many ideas), Flexibility (shifting perspective easily), Originality (conceiving of something new), and Elaboration (building on other ideas). Without creative thinking, there would be no inventions, no breakthroughs in technology and science, no new theories and the list is infinite. It is the kind of thinking that leads to new insights, novel approaches, fresh perspectives, and whole new ways of understanding and conceiving of things. Sternberg and Lubart (1999) argue that judgments about the appropriateness and usefulness of ideas and the ability to be adaptive within task constraints are essential criteria for creative thinking.

Creative thinking is based on the premise that the best way to get a good idea is to produce lots of ideas. Thus, it is generative (examines possibilities); lateral, divergent, subjective and reverse judgements until the critical evaluation step coming in later. Saaty (2001) is of the opinion that creative thinking is a combination of divergent and convergent thinking. Creative thinking techniques can be regarded as mechanisms that help the brain move from a local optimal solution (owing to limitation in knowledge, self-imposed constraints and so on) to possibly one or more globally optimal solutions. Creative thinking can be applied to discover novel solutions to problems and is a product of intelligence and personality (Weisberg, 1988). Creative thinking can be encouraged in the early years setting by asking open-ended questions, tolerating ambiguity, modeling creative thinking and behavior, encouraging experimentation and persistence as well as praising children who provide unexpected answers (Sharp, 2004). Runco and Chand (1995) stated that thinking is creative “if it leads to original and adaptive ideas, solutions, or insights”.

Creative thinking involves coming up with new or original ideas; it is the process of seeing the same things others see but seeing them differently. One can use skills such as examining associations and relationships, flexibility, elaboration, modification, imagery, and metaphorical thinking. Feldhusen & Treffinger (1980) and Davis (1991) believed establishing a “creative climate” was important to stimulate creative thinking. Feldhusen and Treffinger (1980) provided several recommendations for establishing a classroom environment conducive to creative thinking :

- Support and reinforce unusual ideas and responses of students.
- Use failure as a positive to help students realize errors and meet acceptable standards in a supportive atmosphere.
- Adapt to student interests and ideas in the classroom whenever possible.
- Allow time for students to think about and develop their creative ideas. Not all creativity occurs immediately and spontaneously.
- Create a climate of mutual respect and acceptance between students and between students and teachers, so that students can share, develop, and learn together and from one another as well as independently.
- Be aware of the many facets of creativity besides arts and crafts : verbal responses, written responses both in prose and poetic style, fiction and nonfiction form. Creativity enters all curricular areas and disciplines.
- Encourage divergent learning activities. Be a resource provider and director.
- Listen and laugh with students. A warm, supportive atmosphere provides freedom and security in exploratory thinking.
- Allow students to have choices and be a part of the decision-making process. Let them have a part



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in the control of their education and learning experiences.

- Let everyone get involved, and demonstrate the value of involvement by supporting student ideas and solutions to problems and projects.

Despite the diversity of tools and techniques to support creative thinking, all such of them are based on three simple principles : attention, escape, and movement (Plsek, 1997). Once one understands these three basic principles, one can adapt these creative thinking tools and techniques to suit different needs, circumstances, and personalities.

- **Attention :**

Creative thinking requires that one first focuses his/her attention on something; typically something that one has not focused much attention on before. By focusing attention on things that are generally taken for granted, creative thinking tools and techniques prepare one's minds for breakthroughs.

- **Escape :**

Having focused our attention on the way things are currently done, the second principle behind all creative thinking methods calls us to mentally escape our current patterns of thinking. For example, Edward de Bono suggests that we use the "PO" tool to signal our intention to make a statement of mental escape. The principle of escape explains why a simple walk in the woods can bring about creative thoughts.

- **Movement :**

Simply paying attention to something and escaping current thinking on it is not always enough to generate creative ideas. Movement is a key principle behind the classic creative thinking technique of brainstorming. The ground rules of brainstorming are to generate as many ideas as one can, with no criticism, building on the ideas of others.

Encouraging creative thinking in the classroom is primarily the task of the teacher. It is achievable by all children, regardless of their academic achievement, providing that conditions are conducive and children have acquired the relevant skills and knowledge. Creative thinking can be stimulated by teachers' efforts. Teachers can encourage students' divergent thinking through open-ended ideas that lead in several directions. Divergent thinking is stimulated by open-ended questions with different probable answers, such as the following :

- What is the most unusual use one can think of for a hat?
- How many uses can one think of for a glass?
- Draw a picture that somehow incorporates all of these words : rain, aircraft, apple, and fish.

Creative thinking embodies a relaxed, open, playful approach and is less ordered, structured and predictable than critical thinking. These skills are as much about attitude and self-confidence as about talent. For Halpern (1996) creative thinking is a multistage process that consists of identifying a problem, deciding what is important about the problem, and arriving at a novel way of solving it. Guilford's (1967) statement still relevant today that "creativity is the key to education in its fullest sense and to the solution of mankind's most serious problems".

### **Distinguishing Critical and Creative Thinking**

*Whereas creative thinking is divergent, critical thinking is convergent; whereas creative thinking tries to create something new, critical thinking seeks to assess worth or validity in something that exists; whereas creative thinking is carried on by violating accepted principles, critical thinking is carried on by applying accepted principles. Although creative and critical thinking may very well be different sides of the same coin they are not identical.* (Beyer, 1989)

Where problem solving requires creative thinking, evaluating claims requires critical thinking. Students need to think in both critical and creative ways and therefore to teach or encourage one style of thinking may be counter-productive. Instead, an approach is needed which can combine both of them. This table follows Fisher (2002) :

<b>Critical Thinking</b>	<b>Creative Thinking</b>
Left-brain	Right-brain
Closed	Open-ended
Linear	Associative
Logic	Intuition
Reasoning	Speculating
Convergent	Divergent
Analytic	Generative
Vertical	Lateral
Yes but	Yes and
Probability	Possibility
Judgement	Suspended judgement
Objective	Subjective
Hypothesis testing	Hypothesis forming

In an activity like problem solving, both kinds of thinking are important. First, we must analyze the problem; then we must generate possible solutions; next we must choose and implement the best solution; and finally, we must evaluate the effectiveness of the solution. This process reveals an alternation between the two kinds of thinking, critical and creative. In practice, both kinds of thinking operate together much of the time and are not really independent of each other.

Many great breakthroughs and discoveries in art, science and innovation have resulted from combining creative and critical thinking skills. Approaches differ considerably between the skills used in creative thinking and those used in critical thinking. However, it is because of the synergy created by the combination of both sets of skills that they are being discussed in conjunction with one another in this unit. By applying creative and critical thinking approaches to one's subject area he/she will enrich and deepen his/her learning experiences. Furthermore, creative and critical thinking skills can benefit many other areas of one's life from problem solution to decision making. Sternberg (2004) suggest that critical thinking is important, but as a complement to, not as a substitute for, creative thinking. He further to suggest that people need to not only critique others' ideas, but to generate their own ideas.

Fogarty & Bellanca (1986) had given some examples of thinking skills that include both the critical and creative thinking skills can be given to teachers as follows :

<b>Tools &amp; Techniques for Facilitating</b>	
<b>Critical Thinking Skills</b>	<b>Creative Thinking Skills</b>
Attributing	Brainstorming
Comparing/contrasting	Visualizing
Classifying	Personifying
Sequencing	Inventing
Determining cause/effect	Associating relationships
Prioritizing	Inferring
Drawing conclusions	Generalizing
Analyzing for bias	Predicting
Analyzing for assumptions	Hypothesizing
Solving for analogies	Making analogies
Evaluating	Dealing with ambiguity & paradox

### **Need and Importance of Critical and Creative Thinking**

Though the two are not interchangeable, they are strongly linked, bringing complementary dimensions to thinking and learning. Critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment. It is at the core of most intellectual activity that involves students in learning to recognize or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of critical thinking skills are interpreting, analyzing,

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evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesizing, appraising, testing and generalizing. Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition.

Critical thinking is the foundation and premise of creative thinking and can enhance accuracy of creative thinking to a certain extent. Good critical and creative thinking abilities provide students with the tools needed for independent and life-long learning. Critical thinking saves creative thinking from pursuing novelty for its own sake, while creative thinking prevents critical thinking from being merely reactive and negative. Lumsdaine and Lumsdaine (1995) referring to creative thinking as creative problem solving are of the opinion that this process involves collecting information about some problem, analyzing it in order to define the problem and understanding it.

The philosophical inquiry model, first applied to school education by Lipman, Sharp and Oscanyan (1980), has two major elements : critical and creative thinking, and forming a classroom environment called a ‘community of inquiry’, to support the development of thinking and discussion skills. This model places emphasis on possibilities and meanings, wondering, reasoning, rigor, logic, and using criteria for measuring the quality of thinking.

Critical and creative thinking are fostered through opportunities to use dispositions such as broad and adventurous thinking, reflecting on possibilities, and metacognition (Perkins 1995), and can result from intellectual flexibility, open-mindedness, adaptability and a readiness to experiment with and clarify new questions and phenomena (Gardner 2009). Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open and fair-mindedness, a readiness to try new ways of doing things and consider alternatives, and persistence both promote and are enhanced by critical and creative thinking. Many psychologists believe that most students are capable of critical and creative thinking and that these higher-order processes should be taught to students of primary schools also.

The University of Massachusetts has a graduate program that specializes in critical and creative thinking. They explain their rationale and define the both thinking as :

“Critical thinking, creative thinking, and reflective practice are valued, of course, in all fields. In critical thinking we seek to scrutinize the assumptions, reasoning, and evidence brought to bear on an issue by others and by oneself; such scrutiny is enhanced by placing ideas and practices in tension with alternatives. Key functions of creative thinking include generating alternative ideas, practices, and solutions that are unique and effective, and exploring ways to confront complex, messy, ambiguous problems, make new connections, and see how things could be otherwise. In reflective practice we take risks and experiment in putting ideas into practice, then take stock of the outcomes and revise our approaches accordingly”. (University of Massachusetts 2003)

Critical and creative thinking can be encouraged simultaneously through activities that integrate reason, logic, imagination and innovation; for example, focusing on a topic in a logical, analytical way for some time, sorting out conflicting claims, weighing evidence, thinking through possible solutions, and then, following reflection and perhaps a burst of creative energy, coming up with innovative and considered responses. Critical and creative thinking are communicative processes that develop both flexibility and precision. Highlighting the significance of critical and creative thinking Fisher (2005) stated that, Critical and creative thinking are both important because we need instruction as well as reason in our thinking : critical thinking is necessary to judge those new ideas, processes and products which have been generated by creative thinking.

## Conclusion

*“If the educational community is to encourage both creative and critical thinking, then students must be given the motivation to think, the time to develop ideas, and the collaboration and support of a learning community that provides information, feedback and encouragement”.*

(Forrester, 2008)

Teaching students to think must be a priority of schools today. In any thought process we engage in both critical and creative thinking (Beyer, 1987). Critical and creative thinking are interrelated and complementary aspects of thinking that are combinations of abilities, values, knowledge, attitudes, skills and processes. Both thinking skills are valuable and none is superior. In

fact, it has been shown that when either is omitted during the problem solving process, effectiveness declines. Being critical and being creative are two distinctive but ultimately complimentary skills to successfully solve problems.

Generating many possibilities is not enough by itself to help one solve a problem. Similarly, if one relies on focusing alone, one may have too few possibilities from which to choose. Effective problem solvers must think both creatively and critically, generating options and focusing their thinking. Crane (1987) stated Critical and creative thinking skills are considered essential for students and expressed the importance of both of these skills writing by “When reasoning fails imagination saves you! When intuition fails, reason saves you!”

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## PARTICIPATION OF WOMEN IN HOUSEHOLD DECISION MAKING : A STUDY IN NADIA DISTRICT OF WEST BENGAL

**Subhankar Mondal & Pijush Kanti Ghosh**  
**Research Scholars, Department of Rural Development and Management,**  
**University of Kalyani, Kalyani, West Bengal**

### Introduction

Women constituting half of the population of our country have been an integral part of our social structure due to their contribution to the socio-economic development can't not possible. For sustainable socio-economic development to take place in any country, it is necessary that women participation in the decision making process. The constitution of India has guaranteed the rights of equally to all its independence has been thriving on the basic principles for the last more than six decades. But still in rural India the communities have a strong division between men and women, defining and regulating their decision making process. This study based on women participation in household decision making process a village in Nadia district of west Bengal.

### Background

The power of decision making is a real test empowerment of a person. The extent decision making power exercised by employ women in their families is analyzed below. A common phenomenon is noted is that the high degree of decision making power of self-employs women. The fact that they have plunged into the business stream and are doing successfully thought a series of decision making has increased the decision making power in the family. An important point notice is that the female workers, who had very low scale regarding job satisfaction, exhibit a different pattern pertaining to family employment. The link between family structure and domestic decision-making has caught the attention of many scholars in the past two decades. The main thrust of their finding is that the control of economic resources, parental surrogates, partner's relative share in children's expenditure, access to resources of other family members and cultural preferences, particularly in patriarchal societies, play some important role in women's participation in household decisions-making (Oyediran & Odusola, 2004). The majority of women's contribution to the couple income is mostly secondary to that of their partner. The enterprises managed by women are generally smaller than those managed by men, are less integrated into the market and have lower average yields. In major economic institutions women are less represented than men at a decision-making level and the gender dimension has been absent from policies and decision referring to important sectors (Freguja *et al*, 2007). On other hand it found most of cases a strong positive correlation between an individual member's participation in household decision making process and his/her economic contribution to household income in addition to "pure gender bias". In other words, a person makes various household decisions not only because the person is a male or a female, but also because s/he contributes more to the household income (Ikhtiar Alam, 1998). It also found that some women who extend their role as grocery and household products purchaser, considering that they have enough authority to impose their criteria on other family purchase decisions and employ tactics that reflect this situation (Barlés-Arizón *et al*, 2013).

### Objective of the Study

1. To study the role of women in household decision making.
2. To study the social status of women in sample households.

### Methodology of the Study

The present study is mostly based on empirical methods. For this study, schedules were employed to collect data from the sample respondents in women. We also conducted personal interviews with the women respondent. Stratified random sampling was applied in this study in order to select the village. Data were also collected from the secondary sources Books and other published literatures.

As it is quite impossible to study the Participation of Women in household decision making of Nadia districts in West Bengal, so I have selected only one village, i.e., Chanda village under

Haringhata-II Gram Panchayats. I have selected 20 sample Women respondent, here, random sampling method has been adopted for the selection of women respondent. The study “An analysis the woman’s Participation in household decision making.

## Result and Discussion

### Social Aspect of Participation :

#### Educational status of women in sample households :

On the basics of primary data survey it show that 70% of simple households women are literate and 30% of women are still today illiterate. Maximum illiterate women are aged.

Response	Literate	Illiterate
Percentage of respondent women	70%	30%
No. of respondent women	14	6

Source : Primary survey data.

#### Decision for Health Care :

This diagram showing that in 100% household mane and women jointly take health decision like selection of types and source of treatment, cost etc. In sample households most of mane member are think that if women get ill then whole household activity will perform by themselves such critical to them. So they do not ignore women illness.

Response	Men	Women	Both
No. of household	0	0	20
Percentage of household	0%	0%	100%

Source : Primary survey data.

#### Decision for Child Birth :

Above diagram show that the sample household member of parents take decision together for number of child issues should taken. It show that women are able to take this decision only is 5% family. 10% decisions are taken by male in sample households due to male dominating family. But major percentage 85% is going to the parents who make mutual decision it reveals that these women have some right as mane member in this section.

Response	Men	Family	Both Men & Women
No. of household	2	1	17
Percentage of household	10%	5%	85%

Source : Primary survey data.

#### Decision for immunization :

100% of immunization decisions are taken together mane and women in sample households. They choose full immunization including delivery place and also they preferred government sources. Main reason is that the previous case of their family takes this decision together.

Response	Men	Women	Both Men & Women
No. of household	0	0	20
Percentage of household	0%	0%	100%

Source : Primary survey data.

#### Decision for Child Enrolment :

In case of child enrolment male person take this decision in 5% family of sample households. But 90% family parents mutually play this role. Male person are engaged in income activity and they earn family income, so that they are only able take decision according to response of these 5% family. But 90% family responses that child is not only of fathers, but also mothers have equal right on the decision of child enrolment.

Response	Men	Women	Both Man & Women
No. of household	1	1	18
Percentage of household	5%	5%	90%

Source : Primary survey data.



### Decision for Marriage :

According to this diagram it reveals that marriage of son and daughter decision taken by 40% man and women both and major 60% decisions are taken by others like relatives aged person of their family.

Response	Men	Women	Both Men & Women	others
No. of household	0	0	8	12
Percentage of household	0%	0%	40%	60%

Source : Primary survey data.

### Decision for Rituals and Cultural Activity :

This types of decision is includes rituals, festivals and several religious issues taken by family member in 45% families whereas 30% family depends on male members decision and rest part on in 25% families this is taken by together.

Response	Men	Women	Both Men & Women
No. of household	6	9	5
Percentage of household	30%	45%	25%

Source : Primary survey data.

### Decision for cooking :

In 100% of sample households' mane give priority to women for cooking food, because they cannot make cook sweetly it is more difficult for them.

Response	Men	Women	Both Men & Women
No. of household	0	20	0
Percentage of household	0%	100%	0%

Source : Primary survey data.

### Marketing of Cook Items :

As the male cane earn family income mostly, so they marketing 65% for cooking food items, another side there are 25% female where, female take this decision due to absence or busy of their husband. Only 10% family where take decision together.

Response	Men	Women	Both Men & Women
No. of household	13	5	2
Percentage of household	65%	25%	10%

Source : Primary survey data.

### Decision for Household Activity :

This diagram reveals that all household activity done by women member in 100% of sample households. Household activity includes room cleaning, dress washing, utensils washing, care of children, cooking of food etc. male members want to make their wife in this activity. So that they can perform only earning, not others difficult work done by the wife.

Response	Men	Women	Both Men & Women
No. of household	0	20	0
Percentage of household	0%	100%	0%

Source : Primary survey data

### Economic Aspect of Participation :

#### Women Participation in Occupation :

According to the table show that occupation pattern of women in sample house household 70% belongs to house wife. 10% of them engaged handicraft work and 10% engaged in agriculture labour, 10% women in sample household engaged in other work like services etc.

Response	House Wife	Handicraft	Agriculture Labour	Other work
No. of household	14	2	2	2
Percentage of household		10%	10%	10%

Source : Primary survey data.

### Decision for Family Expenditure :

It is show that in 15% of sample household's mane and women have same right to take decision for family expenditure, it includes house repairing, fuel purchasing, electricity bill payment and repaying loan, travelling expenses and purchasing agricultural assets. In these households women are also have equal or sometime more educational qualification them more. So women have right to participate in household decisions making process. But rate 85% does get this opportunity due to more dominance. Those women are not having so knowledge take decision according to their households.

Response	Men	Women	Both Men & Women
No. of household	17	0	3
Percentage of household	85%	0%	15%

Source : Primary survey data.

### Decision for Purchasing Cloths :

It reveals that 80%women can take this decision individually in sample households. But cloths purchasing is trouble tic think males, so they leave this decision on women member. But 80% family head think, women are not able to expense for cloths properly.

Response	Men	Women	Both Men & Women
No. of household	4	16	0
Percentage of household	20%	80%	0%

Source : Primary survey data.

### Decision for Purchasing of Ornaments :

From above 95% sample family the opportunity to women to take decision on purchasing ornaments because women are use different ornaments in general. But 5% household's heads cannot give this power to their wife due to unnecessary expense.

Response	Men	Women	Both Men & Women
No. of household	1	19	0
Percentage of household	5%	95%	0%

Source : Primary survey data.

### Decision for Savings :

According to this diagram it more than 100% savings decision taken jointly mane and women both member of the sample household.

Response	Men	Women	Both Men & Women
No. of household	0	0	20
Percentage of household	0%	0%	100%

Source : Primary survey data.

### Conclusion :

In this study it's clear that the decision making power of the women is not quite. Women participation in household decision making shows the social status of women; women right, preference, value, presence, voice which reflects not only individual family but also in entire society. In conclusion we can say that more women development is required in this study area by providing some strategies are providing proper education to build up their convincing power, remove the in equal facility daily life activates, give them power to take their own marriage decision, not to parents and given training for self-employment.

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## **A STUDY ON THE TEACHERS VIEW OF THE NEW EVALUATION SYSTEM OF WEST BENGAL HIGHER SECONDARY COUNCIL**

**Pulin Mondal**

**Assistant Teacher, S. M. Nasir Smriti High School, Plassey, West Bengal**

**Dr. Arjun Chandra Das**

**Assistant Professor, Department of Education, University of Kalyani, Kalyani, West Bengal**

### **ABSTRACT**

The evils of the examination system in India are well known to everybody. The baneful effects of the system on education in general, and secondary education in particular, have been discussed in the reports several committees and commission. The Secondary Education Commission after reviewing these defects at the secondary education stage recommended a new approach to school evaluation and made a number of concrete proposals for the improvement of the external examination and the methods of internal assessment. As a result of these proposals, a movement was started for examination reform, which gathered momentum with the establishment of the central examination Unit of trained evaluation officers by the Government of India in 1958. Outstanding feature of the new reform movement is the emphasis laid on the modern concept of evaluation which has found increasing acceptance in educational circles in India in recent years.

**Key Words :** New Evaluation System, Teaching Method, Techniques of Evaluation, Attitude of Teachers.

### **Introduction**

The New Concept of Evaluation is now agreed that evaluation is a continuous process, forms an integral part of the total system of education, and is intimately related to educational objectives. It exercises a great influence on the pupil's study habits and the teacher's methods of instruction and thus helps not only to measure educational achievement but also to improve it. The techniques of evaluation are means of collecting evidence about the student's development in desirable directions. These techniques should, therefore, be valid, reliable, objective and practicable. As the common method (and often the only method) of evaluation used a present in India is the written examination, a natural corollary of the acceptance of the new approach will be to improve the written examination in such a way that it becomes a valid and reliable measure of educational achievement.

The syllabi of the Higher Secondary course have been bifurcated for class XI and class XII from the academic session of 2005-06. The examination to be conducted after completing the syllabus of class XI is the Annual Examination and the examination to be conducted after class XII centrally is Higher Secondary Examination.

### **Statement of the Problem**

In West Bengal, a new system in evaluation in higher level has been started. This system, whether suitable for present education system or not, has not been studied by any other researcher. The problem appears to the researcher to be good and so he has taken it up as his project. The title of the project is as follow : A Study on the Teachers' View of the New Evaluation System of West Bengal Higher Secondary council.

### **Objectives of the Study**

Specific objective of the study were –

- i) To find out the relationship between New Evaluation System and Attitude of the Higher Secondary teachers.
- ii) To explore the pattern of Higher Secondary school teachers New Evaluation System among the total based on the background variables.
- iii) To suggest various ways of developing a positive and favourable New Evaluation System and Attitude among the Higher Secondary school teachers.
- iv) To examine the significant of difference in the New Evaluation System of Higher Secondary

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- school teachers differing in certain background variables.
- v) To explore the pattern of New Evaluation System of Higher Secondary school teachers Attitude towards Higher Secondary education among the total based on the background variables.
  - vi) To examine significance of difference in the Attitude of the Higher Secondary school teachers towards Higher Secondary education differing in certain background variables.

### **Significance of the Study**

The world is changing with the advancement and progress of time. At the same time the education system is also going on changing. The West Bengal does not lag behind from that change. The systems of evaluation and examination are also going on changing. In West Bengal the system of evaluation in secondary education has changed a lot from its former form. Like-wise the evaluation structure of higher secondary education has been changed. This change is consistent with the changing system of the world education system and is a step ahead of the previous system of evaluation prevailed in West Bengal. This change is very much essential and significant in the present society.

### **Statement of Hypothesis**

Following hypothesis were formulated by the researcher to conduct the present research work.

- <sup>0</sup>H<sub>1</sub> : There will be no significant difference of opinion between rural and urban teachers in the new pattern of Examination system of Higher Secondary education.
- <sup>0</sup>H<sub>2</sub> : There will be no significant difference of opinion between rural male teachers and urban male teachers in the new pattern of Examination System of Higher Secondary education.
- <sup>0</sup>H<sub>3</sub> : There will be no significant difference of opinion between rural female teachers and urban female teachers in new pattern of Examination system of Higher Secondary education.
- <sup>0</sup>H<sub>4</sub> : There will be no significant difference of opinion between male teachers and female teachers in the new pattern of Examination System of Higher Secondary Education.
- <sup>0</sup>H<sub>5</sub> : There will be no significant of opinion between rural male teachers and rural female teachers in the new pattern of Examination System of Higher Secondary Education.
- <sup>0</sup>H<sub>6</sub> : There will be no significant of opinion between urban male teachers and urban female teachers in the new pattern of Examination System of Higher Secondary education.

### **Tools Used**

An attitude inventory questionnaire for Teachers' views on New H. S. Examination System was development by the researcher. It was used and standardized by the present researcher.

### **Population and Sample**

Higher Secondary school of West Bengal formed the population of this investigation and samples consist of 60 higher secondary teachers from differences district of West Bengal.

The investigator does not follow the randomization process for selection of sample. He follows the purposive sampling procedure for selection of samples.

### **Methodology**

In order to achieve the objectives of the present study survey method was used to assess Teachers View on New H. S. Examination System.

### **Review Related Literature**

Review of related researches is an important aspect in the field of investigation. As the project work is concerned with the perception about new evaluation system of Higher Secondary Education, the investigator has tried to review a few related studies in this field.

Gupta, S. M. and Verma, L. K. significant correlates of J&K High schools showing constantly. Above and below average results at the Boards Examinations for the last five years, Dept. of Education, Kurt, II, 1985 (NCERT financed).

The objectives of the study were (i) to study the views of heads of selected schools showing consistency above average and below average results. (ii) To study the organizational pattern of two types of instructions. (iii) To scale of factors responsible for showing consistently above average and

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below average results as perceived by heads of schools showing consistently above and below average results.

### Testing the Hypothesis

**<sup>0</sup>H<sub>1</sub>** : There will be no significant difference of opinion between rural and urban teachers in the new pattern of Examination System of Higher Secondary education.

Scatter Diagram showing correlation between scores of Attitude of rural Higher Secondary school teachers and urban Higher Secondary school teachers are  $r = 0.243$  (in significant at 0.05 and 0.01 level). The  $r$  value between urban teachers and rural teachers was 0.263 and here  $df = 58$ . Entering into the table, It was found that at the  $df = 60$  (nearer to the  $df = 58$ ) the value at 0.05 level the value was 0.250 and at 0.01 level it was 0.325. The calculated  $r$  value was 0.243 and was less than both these values. Therefore the  $r$  value was insignificant both at 0.05 and 0.01 levels. So null hypothesis No <sup>0</sup>H<sub>1</sub> was accepted. So there will be no significant difference of opinion between rural and urban teachers in the new pattern of Examination System of Higher Secondary education was accepted.

**<sup>0</sup>H<sub>2</sub>** : There will be no significant difference of opinion between rural male teachers and urban male teachers in the new pattern of Examination System of Higher Secondary education.

Scatter Diagram showing correlation between scores of Attitude of rural Higher Secondary school male teachers and urban Higher Secondary school male teachers are  $r = 0.23$  (in significant at 0.05 and 0.01 level). The  $r$  value between urban male teachers and rural male teachers was 0.23 and here  $df = 28$ . Entering into the table, it was found that at the  $df = 28$  the value at 0.05 level the value was 0.361 and at 0.01 level it was 0.463. The calculated  $r$  value was 0.23 and was less than both these values. Therefore the  $r$  value was insignificant both at 0.05 and 0.01 levels. So null hypothesis No <sup>0</sup>H<sub>2</sub> was accepted. So there will be no significant difference of opinion between rural male teachers and urban male teachers in the new pattern of Examination System of Higher Secondary education was accepted.

**<sup>0</sup>H<sub>3</sub>** : There will be no significant difference of opinion between rural female teachers and urban female teachers in the new pattern of Examination System of Higher Secondary Education.

Scatter Diagram showing correlation between scores of Attitude of rural Higher Secondary school female teachers and urban Higher Secondary school female teachers are  $r = 0.17$  (insignificant at 0.05 and 0.01 level). The  $r$  value between urban female teachers and rural female teachers was 0.17 and here  $df = 28$ . The value at 0.05 levels the values was 0.361 and at 0.01 levels it was 0.463. The calculated  $r$  value was 0.17 and was less than both these values. Therefore the  $r$  value was insignificant both at 0.05 and 0.01 levels. So null hypothesis No <sup>0</sup>H<sub>3</sub> was accepted. So there will be no significant difference of opinion between rural female teachers and urban female teachers in the new pattern of Examination System of Higher Secondary education was accepted.

**<sup>0</sup>H<sub>4</sub>** : There will be no significant difference of opinion between male teachers and female teachers in the new pattern of Examination System of Higher Secondary education.

Scatter diagram showing correlation between scores of Attitude of Higher Secondary school male teachers and Higher Secondary school female teachers are  $r = -0.09$  (insignificant at 0.05 and 0.01 level). The  $r$  value between male teachers and female teachers was -0.09 and here  $df = 58$ . Entering into the table, it was found that at the  $df = 60$  (nearer to the  $df = 58$ ) the value at 0.05 level the value was 0.250 and at 0.01 level it was 0.325. The calculated  $r$  value was -0.09 and was less than both these values. Therefore the  $r$  value was insignificant both at 0.05 and 0.01 levels. So null hypothesis No <sup>0</sup>H<sub>4</sub> was accepted. So there will be no significant difference of opinion between male teachers and female teachers in the new pattern of Examination System of Higher Secondary education was accepted.

**<sup>0</sup>H<sub>5</sub>** : There will be no significant of opinion between rural male teachers and rural female teachers in the new pattern of Examination System of Higher Secondary education.

Scatter Diagram showing correlation between scores of Attitude of rural Higher Secondary school male teachers and rural Higher Secondary school female teachers are  $r = -0.28$  (insignificant at

0.05 and 0.01 level). The  $r$  value between rural male teachers and rural female teachers was -0.28 and here  $df = 28$ . Entering into the table, it was found that at the  $df = 28$  the value at 0.05 level the value was 0.361 and at 0.01 level it was 0.463. The calculated  $r$  value was - 0.28 and was less than both these values. Therefore the  $r$  value was insignificant both at 0.05 and 0.01 levels. So null hypothesis  $H_0$  was accepted. So there will be no significant difference of opinion between male teachers and rural female teachers in the new pattern of Examination System of Higher Secondary education was accepted.

$H_6$  : There will be no significant of opinion between urban male teachers and urban female teachers in the new pattern of Examination System of Higher Secondary education.

Scatter Diagram showing correlation between scores of Attitude of urban Higher Secondary school male teachers and urban Higher Secondary school female teachers are  $r = 0.09$  (insignificant at 0.05 and 0.01 level). The  $r$  value between urban male teachers and urban female teachers was 0.09 and here  $df = 28$ . Entering into the table, it was found that at the  $df = 28$  the value at 0.05 level the value was 0.361 and at 0.01 level it was 0.463. The calculated  $r$  value was 0.09 and was less than both these values. Therefore the  $r$  value was insignificant both at 0.05 and 0.01 levels. So null hypothesis  $H_0$  was accepted. So there will be no significant difference of opinion between urban male teachers and urban female teachers in the new pattern of Examination System of Higher Secondary education was accepted.

## Conclusions

The investigator was endowed with some practical experience during the time of investigation upon which he wanted recommend some aspects. Some of these were stated below :

- i) Findings of the study reveal that Higher Secondary school teachers possess a positive and favourable attitude towards New Evaluation System. This show that the teachers were quite satisfied with 7 dimension of attitude. To build high positive attitude of Higher Secondary school teachers the investigator recommended attending more and more counselling sessions, discussion with counselling and peer teachers and follow library.
- ii) The investigator also recommended for the institution to provide adequate and relevant information regarding admission, supplying the instructional materials in time providing teachers supports system effectively at the study centres, conducting the examination in time, giving effectively feed-back on assignments publishing the results in time etc. And keeping in regular touch with Higher Secondary school teachers from time to time.
- iii) The investigator recommended further studies with large number of sample and thoroughly received and properly standardised tools.
- iv) Meeting, Seminars, Symposiums should be organised to improve the system scientifically.

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## ATTITUDE OF M. ED. STUDENTS TOWARDS THE USAGE OF CYBER RESOURCES : A NORMATIVE STUDY

**Dr. Shazli Hasan Khan**

**Assistant Professor, College of Teacher Education, Sambhal, Uttar Pradesh**

### ABSTRACT

Tremendous changes are taking place throughout the world in every sphere of life and education system is not left behind unaffected from that changing pace of technology. Similarly the teacher education system too cannot remain immune to these global changes. Information and Communication Technology has severely impacted upon the way the teaching and learning is being done in the classrooms of twenty first century. Digital learning has opened the doors of a new classroom and has made knowledge and information accessible even for those who are sitting at home. Today easy access and availability of e-resources in different institutions has brought radical changes in the process of teaching, learning and research. The internet and other cyber resources are constantly influencing the development of new modes of scholarly communication. This important fact is also changing the face of our libraries and they are moving towards the digital e-resources. Now, everything from latest journals, magazines, books, newspapers to other forms of print material are available online. The students are now able to do any type of courses and degrees, as they can easily access and get admission into the course of their choice. They are also able to search and have access to sites related to their jobs of their interest. Thus, cyber and e-resources have played a crucial role in the advancement of the career of the students, teachers, teacher educators and research scholars. In the present investigation, an attempt has been made to analyse and assess the attitude of M. Ed. course work students towards the usage of cyber resources. A sample of two hundred students of master of education course work from ten different degree colleges in Aligarh city are taken and administered a self-prepared questionnaire so as to measure and assess the attitude of students towards the use of cyber resources. The findings of the study indicate that out of the total sample, most of the students are having a favourable and positive attitude towards the use of cyber resources. The investigator further found, that there is no significant difference between male and female, rural and urban, and between students belonging to arts, science and social science subject areas. Thus, it is observed, finally, that there is no influence of gender, locality and type of subject area on the attitude of M. Ed. students towards the use of cyber resources. The present study could also be extended to other degree students of B. Ed. and other classes of various fields and subjects, taking into account other demographic variables such as the socioeconomic status of students, the type of institution and intelligence of students. Thus, the author concluded that if in an ethical and proper way the facilities of cyber resources are provided and utilised by the students, teachers and researchers, then it would significantly improve their classroom achievement and enhance and brighten their future career prospects.

**Key Words :** E-resources, Cyber age, Cyber resources, Digital divide, Digital libraries, E-learning.

### Introduction

We see today that the world is changing so fast that sometimes the past “truths” often mislead us instead of providing help. The speed of dissemination of information and knowledge is now like the speed of a supersonic jet, it is just possible only by the advent and use of Information and Communication Technologies, as the desired information can be accessed with a single blink of an eye. The information which we can access is at a very high speed and that is possible through the Internet. The modern society of today is characterised by rapid changes and technological advances. Perhaps never in the history of mankind have so many changes occurred simultaneously and with such acceleration over so broad spectrum of man’s affairs. Changes witnessed during the recent past are seen to represent an even greater acceleration compared to those of previous decades.

Johnson explains that the major global technological changes will continue into the twenty first century. He describes this accelerating rate of change on a global scale, pointing to the rate of change of human invention, the speed of generation of knowledge, human population growth and the evolution and speed of human transportation. He also says that, now, “the explosion of knowledge is



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so great that most of the things that young children of ten to fifteen years, are currently learning would become obsolete by the time they grew up of the age of 20-25 years. But when we were doing research and doing our studies, we never thought of being into such a kind of a situation.

Today, the availability of e-resources in different institutions and organizations are very common. In modern day digital era, the cyber resources play an important role in both teaching and learning. These cyber resources make learning accurate and up-to-date. Cyber resources include mainly all the online applications of computer, like email, web-based applications, search engines, Meta search engines and so on so forth. Advances in the field of computer applications during the past few decades have brought radical changes in the way information is gathered, stored, organized, accessed, retrieved and consumed. The Internet and the Web are constantly influencing the development of new modes of scholarly communication; their potential for delivering goods is quite vast, as they overcome successfully the geographical limitations associated with the print media. Further, the distribution time between product publication and its delivery has been drastically reduced. The Internet can be used for efficient retrieval and meeting the information needs. The Internet has made an increasing and powerful impact upon almost every working place like home, school, college, office, industry, business, science, education, hospital, bank, railway, aviation, airline traffic, research design, organization, society and so on. These cyber resources are very important, especially for libraries to move towards digital e-resources, which are found to be less expensive and more useful for easy access. This is especially helpful to learners by using commonly available electronic resources, mainly CD-ROM, Open Access Catalogues (OPACs) and Internet, which is already replacing the print media. The libraries of today have witnessed a great metamorphosis in recent years both in their collection, development and in their service structure. Over the last several years, a significant transformation has been noticed in collecting development policies and practices. Print media is increasingly giving way to the electronic form of materials. E-resources can be seen as the most recent development in information technology and are among the most powerful tools ever invented in human history. They are becoming more and more important for the academic community. Toffler, who is a great educationist and academician of the present century, also studied the effects of the socio-technological and cultural changes on the various psychological, sociological and educational aspects. He explained the rapidly changing world as a sequence of "three waves" of civilization. The first wave related to the invention of 'agriculture'. The second wave was that of 'industrial revolution' and the third wave is the emergence of the 'the digital age/electronic age/electronic cottages'. This third wave has affected the whole world; particularly the emergence of computers has penetrated everyone's life to a great extent. In this era of emerging technologies, the role of the teacher is more of a facilitator or guide. A more productive role will be that of co-learner, an expert guide who helps students navigate the subjects being explored. Students need a learner facilitator to give and explain the wealth of information available online. Teachers are now increasingly being depended on the use of Internet and other cyber resources available. The student community and especially the research scholars are able to do their research and thesis work by making use of these cyber resources. Thus, the teacher educators and the prospective teachers have now recognised the importance of the Internet and computer education. It could be seen that the present study has been undertaken on M. Ed. students, as they are the ones who need to do work on Internet and make use of available cyber resources for doing their dissertation and project work. The M. Ed. class is very important and they make maximum use of these cyber resources. Therefore the investigator felt that it is essential to know the attitude of these students towards the use of Internet and other cyber resources required by them.

### **Use of Internet in Education**

The students can make use of the Internet only through computers and therefore it is imperative necessary that the students are able to use computer efficiently and in an effective manner. Computer is a device that computes that data, especially it is a programmable electronic machine that performs high-speed mathematical or logical operations or that assembles, stores, correlates, or otherwise processes information. Computers perform many of the routine activities in today's society. Computers have entered in all walks of human life across the world. They are being increasingly used in various fields including education system. Through computers teaching and learning has become easier and more effective. All the instructional material is being prepared and stored within the

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computer in the form of programmes, which can be carefully structured to teach specific lessons.

Therefore, computer is evolving into a tool or device which is able to facilitate learning and is also able to provide convenience to the students in carrying out their research and project work. If we look into the conceptual framework of the internet, then, basically Internet is a an International network connecting a large number of smaller networks that link computers at academic, scientific, governmental and non-governmental and commercial institutions. The best known part of Internet is the World Wild Web (WWW), which stores information in multimedia form--sounds, photos, videos, as well as text etc. The Internet is a giant network of computers located all over the world that communicate with each other. Just like at various stops on the highway, there are 'sights'—similarly, at various places on the Internet, there are repositories of software and other information that can be downloaded for free. This is called file transfer. What makes Internet so powerful is that it allows the child or young person to freely search for educational material or useful information, as well as doing communication with all sorts of people in different parts of the world. The electronic resources on the Internet are so large that even a well – established traditional library would not be able to match the facilities available on the Internet. The latest journals, books, magazines, scholarly articles, and any other essential academic items are available on the Internet and hey can be accessed from anywhere in the world. These knowledge webs give people distributed access to experts, archival resources, authentic environments and share investigations. Through information infrastructure and resources, educators, teachers, trainees, research scholars, and other students can join the distributed conferences that provide an instant network of contacts with useful skills. Email is the most commonly used service of the Internet. Email facilitates communication with people in a easy and efficient, manner with the people all over the world. It ahs made the topographical and spatial boundaries of the nations to shrink, as one can send mail to anyone connected to Internet, instantaneously. Internet can be used as an efficient tool to supplement the traditional instructional methods; and can be easily used to replace the traditional classroom situation.

### **Utility and Significance of Internet in Teacher Education**

In the present era of globalization and liberalization, there is no field of subject of academics that is left unaware and unaffected by the use of computers. Unless one has the potential and ability to make use of computers in their respective fields, he is considered to be an illiterate, even though how well he is educated. A teacher in the present scenario of education should have the requisite knowledge of operating and making use of the computers not only for his own benefit but also for making others understand the use of it. There is a great need of awareness of computer literacy among the students, teachers as well as parents. Computer education has assumed immense importance in the present scenario of higher education system and especially in the teacher education.

In the present teacher education system, there is felt a dire need to strengthen both pre-service and in-service teacher education, to reconfigure the way the content of learning material is being delivered to the students. This is not possible until they make sincere efforts to turn the power of computer technology into an effective teaching tool or an aid that captivated students motivates them and ultimately move them towards greater enthusiasm in learning. Hence, computer education should form an integral part of the teacher education programme. Even though integration of computer education into the teacher education curriculum has started already it has not been implemented effectively in all the teacher education institutions and colleges.

In India, Intel Tech has made significant contribution in providing training to both in-service and pre-service teachers. It has helped to integrate technology into the present-day classrooms. The programme enables pre-service teacher educators and teacher trainees to discover how to create technology enhanced units in collaborative teams and develop tools that would be able to motivate students and help them to become self-directed learners. They will understand how to use powerful productive software, multimedia tools, and the Internet to promote inquiry-based learning. Teacher educators are not only provided with training but also with resources to tap them and make use of them in their pre-service courses. Teacher trainees work in teams as they use technology to tap and download into vast reservoirs of information from the Internet and other digital resources, and develop lesson plans that meet challenging standards while on the same time promoting critical thinking, problem-solving and creativity skills among students and helping students to grow and keep pace with the rapid pace of changing technology. The curriculum makers should change and modify

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drastically their syllabuses and curriculum by incorporating latest ICT tools gadgets and modern devices into the paper of Computer Education and Educational Technology of both B. Ed. and M. Ed. courses.

The curriculum makers and experts introduced the Educational Technology and Computer Education at B. Ed. level and M. Ed. level of several universities. Therefore, the author felt that there is a greater need of modernising and accommodating latest and burning issues and topics related to the field of education, educational technology and modern Information and Communication Technologies, while drafting and making the curriculum and syllabuses of institutions of higher learning. In Aligarh city, the author found that the Uttar Pradesh State Council for Higher Education (UPSCHE) has conducted seminars and meetings with experts from various University departments, Colleges of teacher Education and SCERT. They resolved that there was a need not only to introduce but also to modernise the existing curriculum and syllabus of Computer Education paper at B. Ed. and M. Ed. levels. Therefore, the investigator by carrying out this study has made a humble attempt to make the teachers and students realize the importance and utility of cyber resources through the use of Internet in the current scenario of education and teacher education system.

### **Objectives of the Present Study**

The present study has undertaken the following objectives :

1. To study the attitude of M. Ed. students towards the use of cyber resources.
2. To compare the attitude of M. Ed. students towards the use of cyber resources in relation to gender.
3. To study the attitude of M. Ed. students towards the use of cyber resources in relation to locality.
4. To study the attitude of M. Ed. students towards the use of cyber resources in relation to subject area.
5. To study the attitude of arts and science M. Ed. students towards the cyber resources.
6. To study the attitude of science and social science M. Ed. students towards the use of cyber resources.
7. To study the attitude of arts and social science M. Ed. students towards the use of cyber resources.

### **Hypotheses of the Present Study**

The following hypotheses have been framed keeping in view the above objectives for the present study :

1. The M. Ed. attitude students have a favourable attitude towards the use of cyber resources.
2. There exists a significant difference in the attitude of male and female M. Ed. students towards the use of cyber resources.
3. There exists a significant difference between the attitude of M. Ed. students belonging to urban and that of rural area.
4. There exists a significant difference between the attitude of M. Ed. students belonging to arts area and that of science area towards the use of cyber resources.
5. There exists a significant difference between the attitude of M. Ed. students belonging to social science area in comparison to their counterparts in science area towards the use of cyber resources.
6. There exists a significant difference between the attitude of M. Ed. students belonging to arts area in comparison to their counterparts in social science area towards the use of cyber resources.

### **Methodology of the Study**

The methodology adopted for carrying out the present study is survey-based method. The investigator in order to carry out the present study went to ten different degree colleges in Aligarh city, where M. Ed. course work was being done, although most of these colleges were self- financing degree colleges only a few were government degree colleges. But, for the present study the investigator ignored about the status of these degree colleges. The investigator distributed a questionnaire to the students in which question were there, based on the five point rating scale, asking them about their interest and utilization of the facilities in the form of cyber resources available in their colleges. The questions were largely based on the resource material and Internet facilities which were available in these colleges.

### Sample for the Present Study

The sample taken for the present study was of 200 M. Ed. students of degree colleges offering M. Ed. course work in the Aligarh city of Uttar Pradesh. The samples were drawn through convenience random sampling technique. The overall distribution of the total sample is given in the Table 1.

**Table 1. Overall Distribution of the Sample**

Sl. No.	Subject Area			Gender		Locality	
	Arts	Social Science	Science	Male	Female	Rural	Urban
1.	106	59	35	138	62	121	79

### Tools Selected for the Present Study

For carrying out the present research study and for collection of the data, the investigator used a self-prepared questionnaire in the form of fifty items based on the interest, Internet facility and accessibility to the other cyber resources of the M. Ed. students. The questionnaire was self-prepared by Dr. Shazli Hasan Khan (2012) and most of these 50 items were based on the availability of the cyber and electronic resources.

### Data Collection and Scoring Procedure

The data was collected using a self-prepared questionnaire so as to see the attitude of the M. Ed. students towards using cyber resources. The questionnaire was distributed to the M. Ed. students of ten different degree colleges and the time given to them to answer the questionnaire was of sixty minutes or one hour. After the end of one hour, the questionnaire was taken back and evaluated. The investigator went to ten different degree colleges and collected the complete data in about two months period. After data was collected, the process of scoring then was started. There are about fifty items in the questionnaire. For each of these fifty items there are five options/answers were given. These are 'Strongly agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly disagree' and accordingly the scores were given as 5, 4, 3, 2 and 1 respectively. In the questionnaire, there were about twenty six positive statements and the rest were negative statements.

### Statistical Techniques Used

The statistical techniques used to analyse and interpret the data are mean, standard deviation and 't' ratio. There were also some other basic statistical techniques used such as frequency and percentile distribution.

### Analysis and Interpretation of the Data

The analysis and interpretation of the data was done and the complete analysis is given in the following tables 2 to table 7.

#### 1. Analysis and interpretation of data from results of table 2

**Table 2. Frequency distribution of M. Ed. students attitude towards use of cyber resources**

Sl. No.	Scores	Frequency	Percent (%)
1.	150 and above	2	1
2.	140 – 149	7	3.5
3.	130 – 139	30	15.5
4.	120 – 129	96	47
5.	110 – 119	47	22
6.	100 – 109	16	10
7.	90 – 99	3	1

From the above table 2, it can be seen that 99% of the respondents have score above hundred or more, which indicates that almost all the M. Ed. students have got a favourable attitude towards the usage of cyber resources. Thus, the hypothesis 1 is accepted. It could also be seen from the Table 2, that only one percent of the respondents have scores between 150 and above, 3.5% of the respondents have scores between 140 and 149. While 47% of the respondents have scores in the region between

120-129, that is the scores of these respondents; if they are plotted in the form of a normal curve then they would lie somewhere in the middle region of the curve, where as only one percent are such respondents whose scores are less than hundred, that is they lie between 90 to 99.

## 2. Analysis and interpretation of data from results of table 3

**Table 3. Difference in attitude of M. Ed. students towards use of cyber resources in relation to gender**

Sl. No.	Gender	N	Mean	S. D.	t-ratio	Level of Significance
1.	Male	138	123.0	9.32	0.56*	Insignificant
2.	Female	62	119.53	9.14		

\*Not significant at 0.05 level.

From the analysis of the table 3, it can be observed that the 't' ratio is 0.56, which is insignificant at 0.05 level. It shows that male and female Master of Education students have similar attitude towards the use of cyber resources. Hence, the hypothesis 2, that states, there exists a significant difference in the attitude of male and female M. Ed. students towards the use of cyber resources is rejected. Also there is no significant difference in the attitude of male and female M. Ed. students, as the mean of male students is a little more than the mean of female students, therefore the male students are a somewhat more aware of the cyber resources and their usage than their counterparts.

## 3. Analysis and interpretation of data from results of table 4

**Table 4. Difference in attitude of M. Ed. students towards the use of cyber resources in relation to locality**

Sl. No.	Locality	N	Mean	S.D.	t-ratio	Level of Significance
1.	Urban	79	118.14	10.43	1.63*	Insignificant
2.	Rural	121	124.40	6.84		

\*Not significant at 0.05 level

From the analysis of the results of table 4, it can be observed that the 't' ratio is 1.63, which is insignificant at 0.05 level. It shows that there is no significant difference in the attitude of rural and urban M. Ed. students towards the use of cyber resources. Hence, the hypothesis 3, that states, there exists a significant difference in the attitude of male and female M. Ed. students towards the use of cyber resources is rejected.

## 4. Analysis and interpretation of data from results of table 5

**Table 5. Difference in attitude of science and arts area M. Ed. students towards the use of cyber resources**

Sl. No.	Subject Area	N	Mean	S.D.	t-ratio	Level of Significance
1.	Science	35	123.46	9.71	0.47*	Insignificant
2.	Arts	106	120.79	8.6		

\*Not significant at 0.05 level

From the analysis of the results of table 5, it can be observed that the attitude of M. Ed. students belonging to arts and science areas has mean scores of 120.79 and 123.46 respectively. The table 't' ratio is 0.47, which is insignificant at 0.5 level. It shows that there exists no significant difference in the attitude of M. Ed. students belonging to arts area in comparison to their counterparts in science area, towards the use of cyber resources. Hence, the hypothesis 4, that states, there exists a significant difference between the attitude of M. Ed. students belonging to arts area in comparison to those belonging to that of science area towards the use of cyber resources, is rejected.

## 5. Analysis and interpretation of data from results of table 6

**Table 6. Difference in attitude of social science and science area M. Ed. students towards the use of cyber resources**

Sl. No.	Subject Area	N	Mean	S.D.	t-ratio	Level of Significance
1.	Social Science	59	121.34	9.23	0.41*	Insignificant
2.	Science	35	123.46	9.71		

\*Not significant at 0.05 level

From the analysis of the results of table 6, it can be observed that the attitude of M. Ed. students belonging to Social Science and Science has mean scores of 121.34 and 123.46 respectively. The table 't' ratio is 0.41, which is insignificant at 0.5 level. It shows that there exists no significant difference in the attitude of M. Ed. students belonging to social science area in comparison to their counterparts in science area, towards the use of cyber resources. Hence, the hypothesis 5, that states, there exists a significant difference between the attitude of M. Ed. students belonging to social science area in comparison to their counterparts belonging to that of science area towards the use of cyber resources, is rejected.

#### 6. Analysis and interpretation of data from results of table 7

**Table 7. Difference in attitude of arts and social Science area of M. Ed. students towards the use of cyber resources**

Sl. No.	Subject Area	N	Mean	S.D.	t-ratio	Level of Significance
1.	Arts	106	120.79	8.6	0.74*	Insignificant
2.	Social Science	59	121.34	9.23		

\*Not significant at 0.05 level

From the analysis of the results of table 7, it can be observed that the attitude of M. Ed. students belonging to arts and social science has mean scores of 120.79 and 121.34 respectively. The table 't' ratio is 0.74, which is insignificant at 0.5 level. It shows that there exists no significant difference in the attitude of M. Ed. students belonging to arts area in comparison to their counterparts in social science area, towards the use of cyber resources. Hence, the hypothesis 6, that states, there exists a significant difference between the attitude of M. Ed. students belonging to arts area in comparison to their counterparts in social science area towards the use of cyber resources, is rejected.

#### Results and Findings of the Study

The findings of the present study are as following :

1. From the analysis and interpretation of the results of the Table 2, it has been observed that almost all the students of M. Ed. class have got a favourable attitude toward the usage of cyber resources.
2. Further, from the analysis and interpretation of the results of Table 3, it could be seen that there is no significant difference in the attitude of male and female M. Ed. students towards the use of cyber resources.
3. It could be seen from the analysis and interpretation of the results of Table 4, that there is no significant difference in the attitude of rural and urban M. Ed. students towards the use of cyber resources.
4. From the analysis and interpretation of the results from Table 5, it could be seen that there exists no significant difference in the attitude of M. Ed. students belonging to arts area in comparison to their counterparts in science area, towards the use of cyber resources.
5. Further, from the analysis and interpretation of the results from Table 6, it could be observed that there exists no significant difference in the attitude of M. Ed. students belonging to social science area in comparison to their counterparts in science area, towards the use of cyber resources.
6. Analysis and interpretation of the results from the Table 7, reveals that there exists no significant difference in the attitude of M. Ed. students belonging to arts area in comparison to their counterparts in social science area, towards the use of cyber resources.

#### Suggestions

The following are some of the suggestions, which could be of some help in doing further research in this particular area of cyber resources :

1. The same type of study could be carried out on a large scale and on a large sample, so as to get more accurate data regarding the attitude towards the use of cyber resources.
2. The same kind of study further, could also be carried out to know the impact of the usage of Internet and other cyber or electronic resources (E-Resources) on the academic achievement of M. Ed. and B. Ed. students.
3. The same study could be extended on assessing and measuring the attitude of students of other classes such as that of B. Ed., D. Ed. (Diploma in Education) and M. A. in Education course work.

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4. A standardised scale, which can measure and assess the attitude of students towards cyber resources should be developed and standardised. Such a scale would also be able to measure and assess the attitude of university teachers towards the use of cyber and e-resources.
  5. Such type of researches involves huge amount of cost and funds, so it would be easy to carry such type of research analysis, if some proposal or project of such a kind is sent to some higher learning bodies or organizations such as UGC, ICSSR (Indian Council of Social Science Research), they could provide useful funding or grant-in-aid so as to further carry out research in this field of cyber and e-resources.
  6. The present kind of research could be further be extended and carried out at State, District and Central University level.
  7. The topics on cyber resources and e-resources and their potentialities to provide help and aid towards doing higher level of research work, should be included in the curriculum of B. Ed. and M. Ed. classes as a separate paper.
  8. Each Central and State University as well as other centres of higher learning and teacher educational institutions should establish a consortium or repository of cyber and e-resources, so that it may prove to be beneficial and highly useful for the research scholars, students, teachers and other academic fraternity and help them in pursuing further research in any area of their interest.
  9. Teachers and teacher educators should be provided adequate training in the proper and ethical use of available cyber and other related electronic resources.
  10. The teaching faculty that is appointed to handle and teach these electronic and cyber resources should be well qualified and trained.

## Conclusion

The present age is the 'information age' or 'cyber age' and the available knowledge and information at present is changing at a very rapid and fast pace, that is in leaps and bounds. The ICTs and Internet has completely revolutionized the face of teaching and learning taking place in higher educational institutions. Internet has proved to be a powerful and lethal weapon in the hands of student, research scholars as well as teachers. It has made an increasingly powerful and massive impact on every area and piece of work, whether it may be school, University, college or any other institution of higher learning, especially it has shown a great impact in the field of education and that too in teacher education.

It is seen that most of the teachers do not know how to use, surf and take advantage of the availability of the Internet and other cyber resources. Basically they are not motivated to learn and make use of maximum benefit of the cyber resources. This is a very sorry and sad state of affairs and this happens so, because the present-day teachers have not been provided adequate training in using effectively and efficiently the available cyber and other electronic resources. The teachers should be trained and provided adequate e-resources and cyber facilities, so that they are able to handle with ease and acquaint themselves with the latest ICT tools, electronic gadgets that would help them to be better equipped technically and in turn they would become excellent teachers and teacher educators. All this could also be done through organization of workshops, conferences, seminars, orientation programmes and refresher courses of University Grants Commission-Academic Staff Colleges (UGC-ASCs) on topics related to cyber and electronic resources. Moreover, educational planners and administrators should be given proper orientation, training and practice in the use of Internet, cyber and e-resources so that they can be benefited from the available facilities of these cyber and e-resources.

It could be seen and observed from the finding of the present study that almost all the M. Ed. students have a favourable attitude towards the usage of cyber resources. Further, from the present investigation, it is revealed that there is no significant difference in attitude among the male and female M. Ed. students. The results of the analysis of table-3, reveals that gender has no role to play in the attitude of M. Ed. students towards the use of cyber resources. Upon carrying out further investigation it was found that, there is no significant difference between urban and rural M. Ed. students towards the use of cyber resources. The result of this finding (Table 4) shows that locality has no role to play in their attitude among the rural and urban students, towards the usage of cyber resources. Another finding indicates that there is no significant difference in the attitude of male and

female students towards the use of cyber resources. In another finding (tables 5-7), it is revealed that there is no significant difference in the attitude among M. Ed. students of arts, social science and science subject areas. This means that subject or stream chosen by the students has no impact on their attitude towards the use of cyber resources. It also shows that student of every subject background, understands the importance and significance of the use of cyber resources. Ours' age is a 'cyber age' and therefore, it is of utmost importance that teachers should motivate and help the students in accessing various useful sites, related to their search in job opportunities and related areas of their research on Internet, so that they are able to make use of the available cyber resources effectively.

Thus, it can be noticed and concluded that students not only of M. Ed. class, but as well as of other classes and course work, such as that of B. Ed. and D. Ed. and students from other fields like medicine, engineering, law and management can perform better in their academic careers and enhance their academic achievement, if and only if, they are able to make themselves information literate and experts in the usage of cyber resources. So, it is revealed by the above investigation and discussion that proper and ethical usage of cyber and e-resources can effectively and satisfactorily enhance the classroom achievement of the M. Ed. class, as they have shown a favourable and positive attitude towards its usage.

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## **GENDER AND ACADEMIC STREAM DIFFERENCES IN THE ADJUSTMENT PROBLEMS OF CLASS XII STUDENTS**

**Dr. Pardeep Kumar**

**TGT (N. M), Government High School, Lodhimajra, Himachal Pradesh**

**Email : listengarg@gmail.com**

### **ABSTRACT**

The present paper is concerned with the adjustment problems of class XII students. The study was conducted on 200 students i.e. 50 boys and 50 girls of science stream and 50 boys and 50 girls of arts stream in district Hamirpur of Himachal Pradesh in concept of five areas of adjustment problems i.e. home, health, social, emotional and school. It is found that gender and academic stream differences were significant at 0.05 levels for home adjustment and all other selected areas of adjustment problems were insignificant. The researcher suggested some measures to solve the adjustment problems of class XII students.

**Key Words :** Academic Stream, Adjustment, Arts, Emotional, Gender, Health, Home, School, Science, and Social

### **Introduction**

Education has been defined by T. R. Rayment as that process of development which consists of the passage of human being from infancy to maturity, the process whereby he gradually adapts himself in various ways to his physical, social and spiritual environment. This is a broad concept of education which indicates that education is synonymous with life of human being which was simple and their needs were limited which are satisfied in their immediate environment in the stone age. But as the human being became conscious about the things their needs increased and with the increased needs the problem of adjustment took place in society so we can say that the concept of adjustment is as old as human race on earth. In the modern times development of science and technology has accelerated the pace of industrial development in the country. It has given birth to complex system of society and this rapid growth in population complied with the rapid development in the field of science and technology caused frustration among individuals. One of the main characteristic features of living organism is that it continuously tries to adjust with different factors of the environment. Adjustment and natural selection at the root of evolution can adjust successful survive. The word "Adjustment" means to fit oneself to proper state in any field of life. It is the extent to which an individual's personality functions effectively in the society. The term adjustment is not used in specific field. It is very comprehensive and vast term which is applied in every field. It is very important to understand the adjustment problems of secondary school level boys and girls belonging to different academic streams i.e. science and arts so that they may be helped to develop healthy and adjusted personalities as they are at the verge of their career.

Taking into consideration the need and importance of adjustment for secondary level students in the educational institutions, the concept needs to be researched. Various studies have been conducted on adjustment related problems like as Pandey (1976), studied the adjustment, personality values and vocational interest of super normal and normal adolescents, the study revealed that there exists no difference between super-normal and normal adolescents in regard to their adjustment in the fields of home, health and emotional adjustment. Swain and Panda (1982), studied adjustment difference among adolescent boys and girls at different levels of academic achievement and found that girls with high academic achievement are better adjusted than the low academic achievement group. The study also suggested that adolescents of low academic achievement have less probability in different areas than the students belonging to middle and high academic achievements. Usha, P. (2007), studied the extent of relationship between emotional adjustment and family acceptance of child on academic achievement of three District of Kerala. The findings of the study were that there exists a significant relationship between emotional adjustment, achievement and also with the family acceptance. Pkesplaypa, B. K. (2010), conducted a comparative study of educational adjustment of disadvantage adolescence in Thailand and India and found that the Thailand boys were more educationally adjusted than Indian Boys. Priyanka, K. (2010), conducted a study on adolescent problems of B. Ed. students of H. P. University in relations to their Gender, social category and found

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that there is a significant difference in the adjustment problems of B. Ed. boys and girl students in relation to home adjustment.

### **Method and Procedure**

In the present study, Descriptive survey method of research was used. It involves the description, analysis and interpretation of conditions that now exists.

### **Significance of the Study**

In the present scenario the major problem of secondary school students is adjustment. It is felt that the class XII students face various types of adjustment problems like in home, health, social, emotional and school. This stage is crucial stage for further development and adjustment plays an important role. General conditions in home, health, social, emotional and school settings may create certain problems regarding adjustment. Students of both genders who belong to different academic streams have to face variety of problems in education which may subsequently influence their adjustment patterns. Students who are making poor adjustment usually have less than average insight into their own behavior. Education is treated as a source of illuminating thus leading human beings properly adjusted to various spheres of life. Adjustment is a very essential element of a well developed personality. Only well adjusted students can make good progress in life and achieve their goals. The students of class XII may have adjustment problems in home, health, social, emotional and school. The students belonging to gender and different academic streams may or may not suffer from adjustment problems in these areas of adjustment viz. home, health, social, emotional and school. The boys and girls have different adjustment problems. They have different personalities, so their needs also vary. The students studying in different academic streams viz. science and arts also have differences in their adjustment and personalities. There is a strong need to check these adjustment problems of the students so that the parents and teachers are supposed to take proper care, guide, provide affection to them and their needs are fulfilled to a large extent. The researcher is trying to find out existing conditions and adjustment problems of the class xii students so that some remedial measures can be suggested to improve the adjustment problems.

### **Objectives of the Study**

The objectives of the present study are :

1. To study the effect of gender on five areas of adjustment viz. home, health, social, emotional and school taken as criterions.
2. To study the effect of academic stream on five areas of adjustment viz. home, health, social, emotional and school taken as criterions.
3. To study the interactional effect of gender and academic stream respectively on five areas of adjustment viz. home, health, social, emotional and school taken as criterions.

### **Hypotheses of the Study**

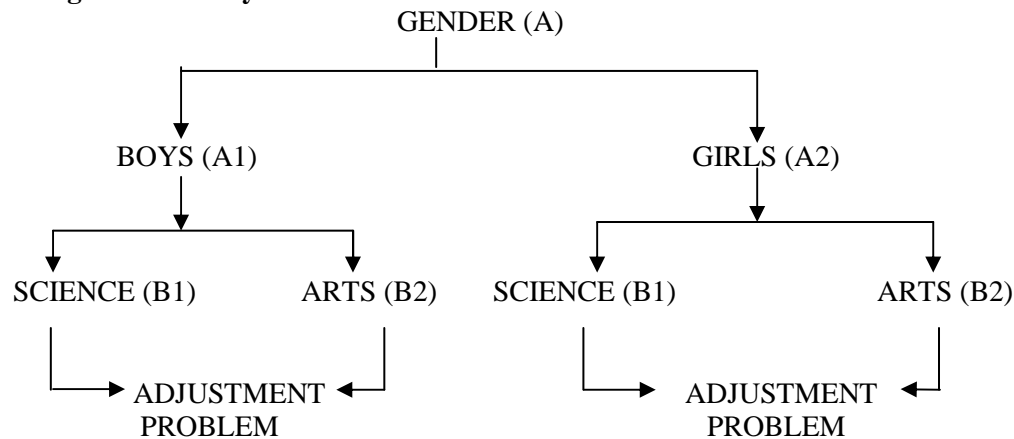
The hypotheses of the study are :

1. There is no significant effect of gender on the five areas of adjustment viz. home, health, social, emotional and school taken as criterions.
2. There is no significant effect of academic stream on the five areas of adjustment viz. home, health, social, emotional and school taken as criterions.
3. There is no significant interactional effect of gender and academic stream respectively on the five areas of adjustment viz. home, health, social, emotional and school taken as criterions.

### **Population and Sample**

The target population in the present study covers the students of Govt. Senior Secondary Schools of Himachal Pradesh. One district Hamirpur was selected purposely in the state of Himachal Pradesh. From the district 200 students i.e. 50 boys and 50 girls of science stream and 50 boys and 50 girls of arts stream were selected randomly.

## Design of the Study



## Tool Used and Statistical Technique Employed

To collect the information investigator used “Saxena’s Adjustment Inventory” as a tool for the present study. A questionnaire along with answer sheets was distributed to students and was collected back from them and then scoring was done according to the prescribed “Scoring key for Saxena’s adjustment inventory”. Two way analysis of variance technique with  $2 \times 2$  factorial design was applied to the data concerned in order to study the significant differences between mean adjustment scores of boys and girls belonging to different academic streams in five areas of adjustment viz. home, health, social, emotional and school. An outline of “ANOVA” design is shown below :

### a) Independent Variables :

- (i) Gender : (A<sub>1</sub>) Boys (A<sub>2</sub>) Girls
- (ii) Academic Stream : (B<sub>1</sub>) Science (B<sub>2</sub>) Arts.

### b) Dependent Variables : Home, Health, Social, Emotional, School adjustment scores.

## Results

In order to study the significant differences between mean adjustment scores of boys and girls belonging to different academic streams in five areas of adjustment viz. home, health, social, emotional and school the two way analysis of variance technique with  $2 \times 2$  factorial design was used. The same has been presented in the following tables.

### Summary of Analysis of Variance

#### i) Home Adjustment, as Criterion

Sources of Variance	S.S	Df	M.S	F- ratio	Level of Significance
Gender (A)	32.4	1	32.4	5.49	Significant at 0.05 level
Academic Stream (B)	28.9	1	28.9	4.89	Significant at 0.05 level
Gender $\times$ Acad .Stream (A $\times$ B)	8.1	1	8.1	1.37	N.S
Within	212.2	36	5.9		
Total	281.6	39			

### Inferences based on Home Adjustment

- F-ratio for the main factor : gender came significant with home adjustment as criterion. The boys and girls showed significant difference in home adjustment. The boys showed poor home adjustment than girls.
- F-ratio for the main factor : academic stream also came significant. The science and arts students were found significantly different in home adjustment. The science students showed poor home adjustment than arts students.
- F-ratio for the interactional effect of gender and academic stream came insignificant. It was found that there is no joint influence of these two independent variables on the home adjustment.

**ii) Health Adjustment, as Criterion**

Sources of Variance	S.S	Df	M.S	F- ratio	Level of Significance
Gender (A)	12.1	1	12.1	1.97	N.S
Academic stream (B)	1.6	1	1.6	0.26	N.S
Gender $\times$ Acad Stream (A $\times$ B)	6.4	1	6.4	1.04	N.S
Within	221	36	6.13		
Total	241.1	39			

**Inferences based on Health Adjustment**

- F-ratio for the main factor : gender came insignificant. The boys and girls were found to be alike on health adjustment.
- F-ratio for the main factor : academic stream came insignificant. The science and arts students were found alike on health adjustment.
- F-ratio for the interactional effect of gender and academic stream came insignificant. There was no joint influence of these two independent variables on health adjustment.

**iii) Social Adjustment, as Criterion**

Sources of variance	S.S	Df	M.S	F- ratio	Level of Significance
Gender (A)	3.03	1	3.03	0.303	N.S
Academic Stream (B)	4.25	1	4.25	0.425	N.S
Gender $\times$ Acad Stream (A $\times$ B)	5.62	1	5.62	0.562	N.S
Within	359.88	36	9.99		
Total	372.78	39			

**Inferences based on Social Adjustment**

- F-ratio against the main factor : gender came insignificant. The boys and girls were found to be alike on social adjustment variable and hence showed no difference.
- F-ratio for the main factor : academic stream came insignificant. The science and arts students were found to be alike on Social adjustment variable and did not differ with each other.
- F-ratio for the interactional effect of gender and academic stream came insignificant. It was found that there is no joint influence on these two independent variables in social adjustment. In other words social adjustment of the class XII students was found neither the function of one's gender nor of one's academic stream.

**iv) Emotional Adjustment, as Criterion**

Sources of Variance	S.S	Df	M.S	F-ratio	Level of Significance
Gender (A)	3.03	1	3.03	0.18	N.S
Academic Stream (B)	13.23	1	13.23	0.80	N.S
Gender $\times$ Acad Stream (A $\times$ B)	7.24	1	7.24	0.44	N.S
Within	592.28	36	16.45		
Total	612.78	39			

**Inferences based on Emotional Adjustment**

- F-ratio against the main factor : gender came insignificant. The boys and girl students of class XII were found to be alike on emotional adjustment variable and hence showed no difference.
- F-ratio for the main factor : academic stream came insignificant. The science and arts students were found to be alike on emotional adjustment variable and did not differ with each other.
- F-ratio for the interactional effect of gender and academic stream came insignificant. It was found that there is no joint influence of these two independent variables on emotional adjustment. In other words emotional adjustment of the class XII students was found neither the function of one's gender nor of one's academic stream.

#### v) School Adjustment, as Criterion

Sources of Variance	S.S	Df	M.S	F- ratio	Level of significance
Gender (A)	3.6	1	3.6	0.63	N.S
Academic Stream (B)	1.6	1	1.6	0.28	N.S
Gender $\times$ Acad Stream (A $\times$ B)	1.6	1	1.6	0.28	N.S
Within	204.8	36	5.68		
Total	211.6	39			

#### Inferences based on School Adjustment

- F-ratio against the main factor : gender came insignificant. The students belonging to different academic stream i.e. boys and girl students of class XII were found to be alike on School adjustment variable and hence showed no difference.
- F-ratio for the main factor : academic stream came insignificant. The science and arts students were found to be alike on school adjustment variable and did not differ with each other.
- F-ratio for the interactional effect of gender and academic stream came insignificant. It was found that there is no joint influence of these two independent variables on school adjustment.

#### Conclusions

The analysis presented in this paper leads to the conclusions that the class XII boys has poor home adjustment than girls also the science students has poor home adjustment than arts students but it was found that there is no joint influence of these two independent variables on the home adjustment. The gender (boys and girls) and academic stream (science and arts) students of class XII were found to be alike on health adjustment, social adjustment, emotional adjustment, school adjustment and hence showed no difference. These adjustments of the class XII students were found neither the function of one's gender nor of one's academic stream. The present study depicted that boys showed poor home adjustment than the girls. At this adolescent stage lot of tensions, anxiety reaction and career consciousness attributes resolve around the minds of adolescent boys. Therefore, it becomes the duty of parents to provide congenial and accepting environment to their wards at home and other family members should also take care of their needs and requirements. On the other hand science students in comparison to the arts students showed poor adjustment in home.

Parents should not expect too much from their wards that have opted for science subjects. They should not overburden their children by extra home responsibilities. They must provide proper care and attention towards their studies. Counselors and teachers should also play equally an important role by providing right kind of direction and guidance to the science students in order to tackle their home related problems. They should hold parent-teacher meetings in which the home related problems could be resolved eventually making the adolescent adjusted in home environment.

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**A STUDY ON HEALTH STATUS OF MIDDLE AGED URBAN MALES****Sandip Bera****Ex M. P. Ed. student, Department of Physical Education, University of Kalyani,  
Kalyani, West Bengal, Email : malatibera24@gmail.com****Dr. Nita Bandyopadhyay****Assistant Professor, Department of Physical Education, University of Kalyani, West Bengal****ABSTRACT**

The majority of health problems in today's people are the result of personal behaviors and/or environmental factors. In 2002, the top five leading causes of death in the U. S. were heart disease, cancer, stroke-chronic respiratory disease and accidents. Most of these disorders can be prevented or disease progression managed through the dimension of behaviors that promote or protect the health of the individual. All the subject of this study was selected from urban area. There was one group of subject and consisted of 60 middle aged citizen. (Kalyani, District-Nadia, W. B.). There were thirteen health related parameters were measured. Parameters were measured by a questionnaire which was standardized by some professors and supervisor himself. It was seen that only 20% populations had very good general health, only 20 % populations felt lot of difficulties to lifting groceries and 25 populations had the ability of walking several blocks without any problem. 15% populations were suffering from chronic diseases, 15% populations were suffering from skin disease and 55% subjects were suffering from dental problem whereas 20% subjects were suffering from heart disease. Most of the population was shows good general health. A small number of the population was shows a few problem like chronic diseases, skin disease, Hearing problem, heart disease but most of the populations were suffering from dental problem.

**Key Words :** Heart Disease, Cancer, Stroke-Chronic Respiratory Disease and Accidents

**Introduction**

The majority of health problems in today's people are the result of personal behaviors and/or environmental factors. In 2002, the top five leading causes of death in the U.S. were heart disease, cancer, stroke-chronic respiratory disease and accidents. Most of these disorders can be prevented or disease progression managed through the dimension of behaviors that promote or protect the health of the individual. Health promoting behaviors have been described in a variety of ways but most agree that health-promoting behaviors are displayed behaviors that are motivated by an individual's desire to increase personal well-being and seek the highest level of health potential.

**Health :** Health is the level of functional or metabolic of a living organism. In Human it is the general condition of a person's mind and body-usually meaning to be free from illness injury or pain (as in "good health" or healthy'). The world Health Organization (WHO) defined health in its broader sense in 1946 as a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. Although this definition has been subject to controversy – in particular as lacking operational value and because of the problem created by use of the word "complete" it remains the most enduring.

**Chronic Disease :** Chronic diseases are the major cause of death and disability worldwide. Chronic disease will take the live of over 35 million people in 2005, including many young people and those in middle age. The total number of people dying from chronic disease is double that of all infectious diseases (including HIV/AIDS, tuberculosis and malaria), maternal and prenatal conditions and nutritional deficiencies combined. 80% of chronic disease deaths occur in low of middle income countries and half are in woman.

The causes of chronic disease are well established and well known, a small set of common risk factors are responsible for most of the main chronic disease. These risk factors are modifiable and the some in men and women : unhealthy diet, physical inactivity tobacco use.

These causes are expressed through the intermediate risk factors of raised blood pressure,

raised glucose levels, abnormal blood lipids, overweight and obesity. The major modifiable risk factors in conjunction with the non-modifiable risk factors of age and heredity, explain the majority of new events of heart disease, stroke, chronic respiratory diseases and some important cancers.

### Methodology

All the subject of this study was selected from urban area. There was one group of subject and consisted of 60 middle aged citizen. (Kalyani, District- Nadia, W. B.)

Subject	Sex	No. of the Subject	Category
Urban	M	60	Middle aged urban males

**Location :** Urban area Kalyani

Country	India
State	West Bengal
District	Nadia
Population	81,984 (2001)
*Density	2,813/Km <sup>2</sup> (7,286/sq mi)
Area	29.14 Km <sup>2</sup> (11 sq mi)
Elevation (AMSL)	.113 (36 ft)
Website	Nadia.nic.in

**Criteria Measured :** Health status was the criteria. Data on health status was collected through a set of questionnaire prepared in consultation with experts and supervisor and on the basis of available literature.

**Procedure for administering the tests :** The following procedures were maintained for the proper administration of the tests.

**Measurement of personal data :** For measuring height, weight and age the standard procedure were followed.

**Health Status :** A questionnaire was prepared for the purpose and relevant information on personal health status was collected in consultation with expert and supervisor. The information collected on the following heads : a) General health, b) Activities during a typical day difficulty in regular daily activities, c) Problem in daily activities as a result of emotional feeling, d) Emotional problems interfered normal social activities, e) Bodily pain, f) The way of feeling, g) Chronic disease, h) Skin problem, i) Dental problem, j) Gout, k) Hearing problem, l) Heart disease.

### Result and Discussions

For every research work on human being, physique is a unique and interesting variable. In this study physique consists of several parameters. Results are presented taking each parameter separately as shown below. The relevant data related to physique is presented in table No-1.

**Table 1. Mean and SD of Age, Height, Weight and B. M. I. of Middle Aged Urban Inmates**

Variables	Mean	SD	Gender
Age (years)	48.75	± 6.41	Male N = 60 (100%)
Height (cm)	163	± 0.06	
Weight (kg)	65.6	± 9.96	
BMI	22.56	± 3.23	

Mean age, height; weight and Body Mass Index are presented in this table. It is indicated from the Table 1 that the Mean and SD of Age of the middle aged citizens were  $48.75 \pm 6.41$ . Mean and SD of Height and Weight were  $163 \pm 0.06$  &  $65.6 \pm 9.96$  respectively. Mean of Body Mass index of middle aged inmates was 22.56 where SD was  $\pm 3.23$ .

**Table 2. Health Status : the condition of general health of the inmates**

Variables	Very good	Fair	Poor
General health	20%	60%	10%

\*The percentage does not add up to 100 because of multiple responses.

From Table 2 we can see that 20% population expressed that they had very good general health and 60% population have fair health where only 10% people thought that they have poor general health.

**Table 3. Percentage wise distribution of respondents by their ability to perform physical work**

Ability	Yes limited a lot	Yes – limited a little	No- Not limited at all
Lifting groceries	20%	40%	40%
Climbing several flights of stair	40%	40%	20%
Walking several blocks	50%	25%	25%

Table 3 revealed that only 20% population of the total subject reported that they felt lot of difficulties to lifting groceries and 40% people felt a little difficulty and 40% population didn't feel any difficulties. Climbing several flights of stair created lots of problem to 40% population and 40% population felt a little problem and rest of the population had no problem to climbing several & lights of stair. 25% populations had the ability of walking several blocks without any problem but 50% population found lot of difficulty and 25% population found a little problem.

**Table 4. Percentage wise distribution of some problems in last four weeks**

Problems	Not at all	Slightly	Moderately
Difficulty in regular daily activity	40%		45%
Emotional problems interfered normal social activities	25%	55%	
Emotional problem interfered normal social life	40%	25%	30%
Bodily pain	20%	60%	15%

\*The percentage does not add up to 100 because of multiple responses.

Table 4 shows that 40% inmates could do regular daily activity without any problem and 45% population felt difficulty moderately. This table also reveals that emotional problems interfered normal social activities of the 55% population and 25% population separated that they didn't feel such problems. And this problem (emotional) didn't interfered normal social life of 40% population 25% population felt slightly problem and 30% population thought that this problem interfered normal social life moderately. This table shows that 60% population got bodily pain in last four weeks, 20% people didn't get bodily pain in that session and 15% population got moderately pain.

**Table 5. Feeling and how things have been with them during the last 4 weeks**

Variables	All the time	Most of the time	A good bit of time	A little of the time	None of the time
Feeling of calm and peaceful	10%	35%	30%	25%	
Feeling of energetic	45%	15%	25%	15%	
Feeling of downhearted & blue	5%			65%	30%
Happy person	35%	45%	5%	15%	

It can be seen from Table 5 that middle aged population reported during last four weeks only 10% population felt calm and peaceful all the time, 35% population most of the time and 30% a good bit of time and 25% population feel calm and peaceful a little of the time of the last four weeks. This table also indicates that 45% population remained energetic all the time, 15% remained energetic most of the time and 25% remained energetic a good bit of time. Only 15% population remained energetic a little of the time. This table also shows that during last four weeks 65% population felt downhearted and blue a little of the time and 30% population didn't felt like that and only 5% population felt down hearted and blue all the time. During these four weeks 35% population felt happy person all the time 45% of them felt such, most of the time. It also appears that only 15% urban subject felt happy person a little of the time.



**Table 6. Percentage of affected persons suffering from various diseases**

Disease	Number in %
Chronic disease	15
Skin disease	15
Dental Problem	55
Gout Problem	20
Hearing problem	10
Heart disease	20

It appears from the Table 6 that 15% of the subjects were suffering from chronic disease and 15% populations were suffering from skin disease. Table no-6 also indicates that 55% subjects were suffering dental problem and 20% had gout problem. It also found that only 10% population had hearing problem where as 20% subjects were heart disease.

### Conclusion

The present study has its limitation; however, within these limitations following specific conclusion may be (on physique).

**Height :** Mean height of urban middle aged citizens was 1.70 mt.

**Weight :** Mean body weight of urban middle aged subjects was 65.6 Kg.

**Body Mass Index (BMI) :** BMI of urban subjects was 22.56 Kg / m<sup>2</sup>.

### On Health Status :

- a) The condition of general health of the 60% inmates was fair.
- b) 40% population did not feel any difficulty to lifting groceries.
- c) Climbing several stairs was difficult to 40% population.
- d) Walking several blocks was difficult to 50% population.
- e) 45% urban population faced difficulty in regular daily activity.
- f) Emotional problems slightly interfered normal social activities to 55% population.
- g) Emotional problems didn't interfered normal social life to the 40% population.
- h) 60% population got slightly body pain during last four weeks.
- i) 45% population thought that they were energetic all the time.
- j) A little of the time of the last four weeks 65% population thought that they were downhearted and blue.
- k) Most of the time 45% middle aged urban citizen thought they were happy person.
- l) 15% urban subjects were suffering from chronic disease.
- m) 15% subjects were suffering from skin disease.
- n) 55% population suffering from dental problem.
- o) 20% population suffering from gout problem.
- p) 10% population suffering from hearing problem.
- q) 20% population suffering from heart disease.

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## A STUDY OF ROLE CONFLICT AND FRUSTRATION TOLERANCE OF SENIOR SECONDARY SCHOOL TEACHERS

**Dr. Sunita Badola**

**Associate Professor, School of Education, H. N. B. Garhwal (Central) University,  
Srinagar Garhwal, Uttarakhand, Email : drsunitabadola@gmail.com**

### ABSTRACT

By using survey method cluster sampling technique, a sample of 400 male and female teachers of rural-urban Senior Secondary Schools of Dehradun region. The sample was selected by stratified cluster sampling technique. The sample was selected to collect the data regarding (i) role conflict scale which was developed and standardized by S. P. Gupta. (ii) Frustration tolerance test which was developed and standardized by Prof. S. N. Rai. The result suggests that role diffusiveness conflict is significantly related to frustration tolerance i.e., in terms of attempts in male and female teachers. Role vulnerability conflict and total role conflict are significantly related to frustration tolerance i.e., in terms of time in male and female teachers. On the other hand role marginal conflict is differed significantly with frustration tolerance i.e., in terms of attempts in rural and urban teachers. Coefficient of correlation does not have significant difference between role conflict and sum of time in rural and urban teachers.

**Key Words :** Role Conflict, Frustration Tolerance, Senior Secondary School Teachers

### Introduction

Role conflict is a concept which arises due to overburdening of expectations on the part of teachers, when they have to meet several requirements towards different parties besides teaching. Not all expectations for teachers are shared, of course, and many studies have reported non-consensual expectations for teachers. Teachers may experience stress as their lives are overloaded because of inadequate salaries or poor physical conditions in the school or because of ethnic conflict in the community or physical violence in the school or classroom. Given stagnation in the economy of many countries since the early 1970s, these latter problems seem to have escalated for teachers and studies of role conflict have correspondingly declined in numbers. Nevertheless, role conflicts remain a source of strain for teachers and various studies have shown that such conflicts are a major correlation of low morale in the organizational context.

Siebar (1974) has mentioned the term 'role strain' to signify the difficulties due to multiple roles. The notion of 'role-strain' is composed of two types of problems : role-overload and role conflict. Role overload refers to the constraints imposed by time. Role conflict refers to discrepant expectations irrespective of time pressures. Latha Kumari (1991), results indicated that the Secondary School women married teachers had significantly more role conflict than unmarried teachers in their personal, interpersonal and domestic dimensions and the group of teachers with low morale conflict than the group of teacher with high morale, on all its dimension viz. personal, interpersonal, domestic and occupational. When an individual hold a position in each of two or more different social systems, there is a conflict of role expectations which are incompatible and hence, results in role conflict. Lynch, (2007) said Role conflict occurs when different expectations impinge concurrently, resulting in "dissonance" for the individual who aims to perform the incompatible role. Biddle (1979) define concept of role conflict as the conflict arising due to overburdening of expectations on the part of teacher when they have to face several social and family situations other than teaching.

The terms frustration tolerance refers to the amount of stress one can tolerate, before his integrated functioning is seriously impaired. Thus, frustration tolerance refers to the capacity of the individual to show persistence in efforts despite repeated failures and antagonistic environment Rai & Gupta (1988). Frustration tolerance is a part and parcel of life. This is a feature of wholesome personality Tallent (1978). Frustration tolerance is a level beyond which the tension and unpleasantness of frustration results in disruptive behaviour. This level varies depending very much on the person concerned. In the very same circumstances one individual before breaking down may show disruptive behaviour. Frustration tolerance is the ability to accept frustration without engaging in maladaptive or disruptive behaviour. The level of frustration tolerance varies from individual to

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individual David, (1976). Frustration is an elaborated phenomenon or motivation. Unless a man is motivated, he can't be frustrated Karen and Weitz (1955). Agarwal and Rai (1988), Rai (1988), which have indicated that situational factors affect the frustration aggression and frustration tolerance. Teachers are attributed as social engineers and builders of nation. They are deprived of making an effective contribution in decision making process but they are neglected by our bureaucratic leaders. Such conflicting situations generate a struggle in the mind of teachers which is manifested either through aggressive behaviour or withdrawal from reality. They may deviate from group norms and norms of teacher's behaviour as well. The present study has been conducted to examine whether effect of Role Conflict on senior secondary teachers frustration tolerance.

### **Objectives**

The present study was designed with following objective. Gender and location of residence were taken.

- To ascertain the relationship between the role conflict and the frustration tolerance of Secondary School Teachers.
- To compare the relationship between the role conflict and the frustration tolerance of Male and Female teachers.
- To compare the relationship between the role conflict and the frustration tolerance of rural and urban teachers.

### **Hypothesis**

- The role conflict and its six components have significant correlation with frustration tolerance of Secondary School Teachers.
- Male and Female teachers have significantly different correlation between role conflict and frustration tolerance.
- Rural and Urban teachers have significantly different correlation between role conflict and frustration tolerance.

### **Methodology**

#### **Sample :**

The present study was conducted on senior secondary school teachers of Dehradun district Uttarakhand. The investigator used cluster sampling method in which the entire group of male and female teachers working in Sr. Secondary Schools were treated as a unit of study. The selection was done on the basis of gender and locality. The sample consists of 200 senior secondary rural/urban male and 200 senior secondary rural / urban female teachers. The number of total sampling was 400 in-service senior secondary school teachers.

#### **Tools used in Study :**

The investigator adopted survey method for the present study. In this study data was collected from the 400 Senior Secondary teachers of different schools. Following tools have been used-

- Teachers role conflict scale was developed and standardized by S. P. Gupta.
- Frustration tolerance test was developed and standardized by Prof. S. N. Rai.

#### **Statistical Techniques :**

To test the null hypothesis relationship between the role conflict with frustration tolerance ascertained by product moment correlation coefficient and critical ratio were computed. The results have been presented in Table 1, 2, 3 and 4.

**Table 1. Showing the significance difference between male and female senior secondary Teachers in respect to their correlation of all six dimensions of role conflict with first dimension of frustration tolerance, i.e., in term of attempt**

Dimensions of Role Conflict	Frustration Tolerance, i.e., in Term of Attempt					
	Male (N = 200)		Female (N = 200)		t	
	r	Sig.	r	Sig.	t	Sig.
Role Diffusiveness C.	0.1484*	Sig.	-0.1138	Insig.	2.6**	Sig.
Role Vulnerability C.	0.0982	Insig.	-0.0476	Insig.	1.5	Insig.
Role Marginal C.	0.1604*	Sig.	0.0910	Insig.	0.7	Insig.
Role Commitment C.	0.1481*	Sig.	0.0528	Insig.	1.0	Insig.
Role Value C.	0.0662	Insig.	0.0925	Insig.	-0.2	Insig.
Role Institutional C.	0.1248	Insig.	-0.0554	Insig.	1.8	Insig.
Total Role Conflict	0.1841**	Sig.	0.0169	Insig.	1.6	Insig.

## Results and Discussion

Significance of the difference of correlation coefficient between Role Conflict and first dimension of Frustration Tolerance, i.e., sum of attempts for male and female senior secondary teachers.

- First 't' value for correlation coefficient between male and female teachers was found significant ( $t=2.6^{**}$ ). This 't' value, for correlation of role diffusiveness conflict and sum of the attempts is significant. 't' value inferred that correlation for male and female teachers are different. For male teachers correlation is positively high ( $r = -0.1484^*$ ) as compared to their counterpart female teachers ( $r = -0.1138$ ). It may therefore be inferred that role diffusiveness conflict is better related with sum of the attempt. Verma (1975) supported the present finding and reported that role conflict is positively related to worries.
- Rest of five 't' values for correlation coefficient between male and female teachers were found insignificant. These 't' values for correlation of role vulnerability conflict ( $t=1.5$ ), role marginal conflict ( $t=0.7$ ), role commitment conflict ( $t=1.0$ ), role value conflict ( $t=0.2$ ), role institutional conflict ( $t=1.8$ ), role institutional conflict ( $t=1.8$ ) and sum of the attempts is insignificant. 't' values suggest that male and female teachers do not differ on this correlation.
- Total 't' value for correlation coefficient between male and female teachers was found insignificant ( $t=1.6$ ). This 't' value for correlation of total role conflict and sum of the attempts is insignificant. 't' value suggest that male and female teachers do not differ on this correlation. Marry Ann (1979) Supported the finding of this study and he reported that frequency of Role conflict was observed as a significant variable in the predictions. However, significant relationships were not observed between work orientation and tenure, role conflict and burnout.

**Table 2. Showing the significance difference between male and female senior secondary teachers in respect to their correlation of all six dimensions of role conflict with second dimension of frustration tolerance, i.e., in term of time**

Dimensions of Role Conflict	Frustration Tolerance, i.e., in Term of Time					
	Male (N = 200)		Female (N = 200)		t	
	r	Sig.	r	Sig.	t	Sig.
Role Diffusiveness C.	0.2409**	Sig.	-0.1579*	Sig.	4.0**	Sig.
Role Vulnerability C.	0.1567*	Sig.	-0.1268*	Sig.	2.9**	Sig.
Role Marginal C.	0.1763*	Sig.	0.1137	Insig.	1.1	Insig.
Role Commitment C.	0.0662	Insig.	0.0192	Insig.	0.3	Insig.
Role Value C.	0.0444	Insig.	0.0870	Insig.	0.3	Insig.
Role Institutional C.	0.1428*	Sig.	-0.0190	Insig.	1.6	Insig.
Total Role Conflict	0.1994**	Sig.	-0.0106	Insig.	2.1*	Sig.

Significance of the difference of correlation coefficient between Role Conflict and Second Dimension of Frustration Tolerance, i.e., Sum of Time for Male and Female Senior Secondary Teachers.

- First 't' value for correlation coefficient between male and female teachers was found significant ( $t=4.0^{**}$ ). This 't' value for correlation of role diffusiveness conflict and sum of the time is significant. 't' value suggests that correlation coefficient for male teachers is positively high ( $r=.2409^{**}$ ) as compared to their counterpart female teachers ( $r=-.1579^{*}$ ). Mabley also (1995) reported that age, gender and years of experience play an important roles and/or responsibilities which are most often related to role conflict and role ambiguity. It may be suggested that role diffusiveness conflict is better related with sum of the time.
- Second 't' value for correlation coefficient between male and female teachers was found significant ( $t=2.9^{**}$ ). This 't' value for correlation of role vulnerability conflict and sum of the time is significant. 't' value suggests that for male teachers it is positively higher ( $r=.1567^{*}$ ) as compared to their counterpart female teachers ( $r=-.1268^{*}$ ). It may be suggested that role vulnerability conflict is better related with sum of suggested time. Present finding of the study supported by Freeman; M. Kenneth Coll (1997). They found that elementary school counselors have more roles and functions and are in less secure positions than middle and secondary school counselors. They were generally experienced more role conflict.
- The 't' values for correlation coefficient between male and female teachers were found insignificant. These 't' values for correlation of role marginal conflict ( $t=1.1$ ) role commitment conflict ( $t=0.3$ ) role value conflict ( $t=0.3$ ) and role institutional conflict ( $t=1.6$ ) and sum of the attempts is insignificant. 't' values inferred that male and female teachers do not differ on this correlation. Stephen & others (1991) indicated that in school organizations, managerial strategies that reflect professional ethos may have no impact on teacher's role conflict and role ambiguity. In secondary schools, certain managerial strategies that run counter to professional ethos may reduce organizational role conflict and ambiguity.
- Second 't' value for correlation coefficient between male and female teachers was found significant ( $t=2.1^{*}$ ). This 't' value for correlation of total role conflict and sum of the time is significant. 't' value suggests that correlation coefficient for male teachers is positively higher ( $r=.1994^{**}$ ) as compared to their counterpart female teachers ( $r=-.0106$ ). It may be suggested that total role conflict is better related with sum of the time. The finding of this present study similar of Latha, Kumari (1991) indicated that the married women teachers had significantly more role conflict than unmarried teachers in their personal, interpersonal and domestic dimensions and the group of teachers with low morale had significantly more role conflict than the group of teacher with high morale, on all its dimension viz. personal, interpersonal, domestic and occupational as well as in toto.

**Table 3. Showing the significance difference between rural and urban senior secondary teachers in respect to their correlation of all six dimensions of role conflict with first dimension of frustration tolerance, i.e., in term of attempt**

Dimensions of Role Conflict	Frustration Tolerance, i.e., in Term of Attempt					
	Rural (N = 200)		Urban (N = 200)		t	
	r	Sig.	r	Sig.	t	Sig.
Role Diffusiveness C.	0.0487	Insig.	0.0181	Insig.	0.3	Insig.
Role Vulnerability C.	0.0680	Insig.	-0.0132	Insig.	0.8	Insig.
Role Marginal C.	0.2520**	Sig.	0.0196	Insig.	2.4*	Sig.
Role Commitment C.	0.0828	Insig.	0.1064	Insig.	0.2	Insig.
Role Value C.	0.1575*	Sig.	-0.0130	Insig.	1.7	Insig.
Role Institutional C.	0.1095	Insig.	0.0526	Insig.	0.4	Insig.
Total Role Conflict	0.1577*	Sig.	0.0427	Insig.	1.2	Insig.

Significance of the difference of correlation coefficient between Role Conflict and First Dimension of Frustration Tolerance, i.e., Sum of Attempts for Rural and Urban Teachers.

- Third 't' value for correlation coefficient between rural and urban teachers was found significant ( $t=2.4^{*}$ , table no. 3). This 't' value for correlation of role marginal conflict and sum of attempts is significant. 't' value implies that correlation for rural teachers is positively high ( $r=.2520$ ) as compared to their counterpart urban teachers ( $r=.0196$ ). It may therefore be suggested that role

marginal conflict is better related with sum of the attempt. Locality do not play significant role. Whenever rural areas situations become complicated even then, teachers got less role conflict in comparison to their counterpart urban teachers. T. K. Satadin & Corbin (1998) found that race and gender do interact and impact faculty perceptions of roles.

- Role conflicts of five dimensions ‘t’ values for correlation coefficient between rural and urban teachers were found in significant. These ‘t’ values for correlations of role diffusiveness (t=0.3), role vulnerability conflict (t=0.8), role commitment conflict (t=0.2), role value conflict (t=1.7) and role institutional conflict (t=0.4), some of the attempts were insignificant. ‘t’ value suggests that rural and urban teachers do not differ on this correlation.
- The ‘t’ value for correlation coefficient between rural and urban teachers was found insignificant (t=1.2). This ‘t’ value of total role conflict and sum of the attempts is insignificant. ‘t’ value suggests that rural and urban teachers do not differ on this correlation.

**Table 4. Showing the significance difference between rural and urban senior secondary teachers in respect to their correlation of all six dimensions of role conflict with second dimension of frustration tolerance, i.e., in term of time**

Dimensions of Role Conflict	Frustration Tolerance, i.e., in Term of Time					
	Rural (N = 200)		Urban (N = 200)		t	
	r	Sig.	r	Sig.	t	Sig.
Role Diffusiveness C.	0.0797	Insig.	0.0570	Insig.	0.2	Insig.
Role Vulnerability C.	-0.0446	Insig.	0.0895	Insig.	1.3	Insig.
Role Marginal C.	0.1296	Insig.	0.1517	Sig.	0.3	Insig.
Role Commitment C.	0.0175	Insig.	0.0646	Insig.	0.5	Insig.
Role Value C.	0.0133	Insig.	0.1325	Sig.	1.3	Insig.
Role Institutional C.	0.0240	Insig.	0.0992	Insig.	0.8	Insig.
Total Role Conflict	0.0438	Insig.	0.1443	Insig.	1.1	Insig.

Significance of the difference of correlation coefficient between Role Conflict and Second Dimension of Frustration Tolerance, i.e., Sum of Time for Rural and Urban Teachers.

Total ‘t’ value for correlation coefficient between rural and urban teachers was found insignificant. Namely role diffusiveness, conflict (t=0.2), role vulnerability conflict (t=1.3), role marginal conflict (t=0.3), role commitment conflict (t=0.5), role value conflict (t=1.3), role institutional conflict (t=0.8) and total role conflict t=1.1). The ‘t’ value for correlation of total role conflict and sum of the time are insignificant. ‘t’ values suggest that rural and urban teachers do not differ on this correlation.

### Findings

- Coefficient of correlation differed significantly between role diffusiveness conflict with sum of the attempt of frustration tolerance of male and female secondary teachers. But rest of five role conflicts namely viz. – role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict in male and female secondary teachers do not differ significantly.
- Coefficient of correlation differed significantly between role conflict (role diffusiveness conflict, role vulnerability conflict and total role conflict and Frustration Tolerance with sum of the time in male and Female Secondary Teachers. However, rest of four role conflicts do not differ significantly namely viz.- role marginal conflict, role commitment conflict, role value conflict and role institutional conflict with Frustration Tolerance i.e., in terms of sum of the time in male and female teachers.
- Coefficient of correlation differed significantly between role marginal conflict with the dimension of frustration tolerance i.e., in terms of the attempts in rural and urban teachers and rest of five role conflicts and total role conflict do not differ significantly.
- Coefficient of correlation do not have significant difference between role conflict with frustration tolerance i.e., in terms of time in rural and urban teachers.

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**SECONDARY TEACHER EDUCATION IN INDIA : A CRITICAL APPRAISAL****Dr. Raminder Singh****Head, Department of Education, Punjabi University Regional Centre, Bathinda, Punjab,****Email : ramindersingh27@gmail.com**

Teacher Education is the very sine qua non of all educational improvements. But the quality of teacher education in our country especially at the secondary level is far from satisfactory. The present state of secondary teacher education in the country presents a mixed picture of far-sighted intentions and innovations coupled with alarming distortions and structural shortcomings. Looking back, from past to present it appears that although nomenclature has undergone a change from 'training' to 'education', the system by and large remained unchanged. The major weaknesses of the secondary teacher education system have been successively pointed out by University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66), The National Commission on Teachers (1983-85) and many other policy documents released by the government. It has been observed that the existing system of teacher education is rigid and static. Keeping in view the inadequacies of the teacher education program, NCERT (1978) prepared a framework for teacher education and called for drastic changes starting from its objectives, content and methodology; the Council stressed on, (a) pedagogical theory (20%); (b) working with community (20%); and (c) content cum methodology (60%). This curriculum did not find implementation in totality in Secondary Teacher Education Institutes (STEIs). Bhatnagar (1982) observed great variation in foundation courses. NCERT (1983) workshop concluded that there was no uniformity in B.Ed. curriculum of various universities. The National Commission on Teachers (1983-85) recommended reforms in teacher education and called for revamping the current courses and curricula. "Challenges of Education : A Policy Perspective (1985)" observed that the process of updating teacher education is extremely slow and a major portion of the teacher education curriculum was irrelevant even to contemporary needs. NPE (1986) stated that the existing system of teacher education will be overhauled. Educational Consultants India Limited (EdCIL) (1987) observed much scope for improvement in the system. It stressed on developing national norms for STEIs and to evolve a statutory mechanism for enforcing them. NCTE (1988) gave a fresh look to the existing curriculum and stressed on (a) foundation course (20 per cent) (b) stage relevant specialization (30 per cent); (c) additional specialization (10 per cent) and (d) practical / field work (40 per cent). This curriculum also did not find implementation in totality, NPERC (1990) criticized the present teacher education program as theory-oriented and isolated from school and community. POA (1992) noted the major drawback of teacher education as alienation of theory from practical component. National Curriculum Framework for Teacher Education (2009) stated that teacher education as a whole needs urgent and comprehensive reforms. It also stressed the need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure.

These observations clearly indicate that teacher education program at secondary level needs to be examined critically in terms of various issues related to it. The program cannot achieve its objectives until it thoroughly examines the various issues and makes sincere efforts to resolve them. Through this paper, the author has tried to critically examine the secondary teacher education system and provide some important suggestions to improve it :

1. Although there has been a tremendous growth and development of secondary teacher education in the country, yet the secondary teacher education has neither been well planned nor systematically coordinated. The expansion of secondary teacher education has been uneven throughout the country. IASEs, CTEs and RECs have also not been distributed logically over all the regions and states. Thus there is a need to re-plan and reorganize the secondary teacher education system in the whole country in order to have a balanced expansion and equal distribution of quality public institutions of secondary teacher education in all regions and states.
2. The admission policies and procedures for secondary teacher education program differ from state to state and even from university to university within the state. Even minimum percentage of marks also varies from university to university as criteria for admission. In some states the self-financed institutions of teacher education have made their federations and these federations have

been allowed by the courts to admit students in their institutions by following their own separate admission processes. Further knowledge of content and teaching aptitude has hardly any place in most of the universities as criteria for admission. Percentage of marks at graduate and post graduate level forms the main criterion for the admission, which will never ensure favorable attitude, and aptitude for teaching. NCTE (2009) norms and standards state that admission criteria may be fixed as at least 50 per cent marks on the aggregate at the bachelor's or master's degree examination. But the earlier policy documents clearly state that admission shall be on the basis of merit which should be determined by a selection test to be conducted at national/state level. Of course, details about selection tests have not been given. The author feels that weightage must be given to the following aspects during admission : (a) knowledge of content for two selected school subjects; (b) general knowledge; (c) teaching aptitude; (d) academic records and (e) communication skills.

3. Teacher-student ratio also varies from state to state. NCTE (1995) suggested 1 :10 ratio. In author's opinion it must be 1 :7; such smaller ratio will facilitate the work of teacher educators in lesson guidance and observation; guiding and evaluating practical work. Present ratio of 1 :12 (at present for intake of 100 students one Principal and seven lecturers are suggested which comes to be 1 :12.5) is in fact 1 :14 for teacher educators as Principal/Head of the institution will generally not involve himself in practice teaching and related practical work. With such a high ratio quality of the program in general and practice teaching in particular suffers a lot.
4. NCFTE (2009) has suggested that the layout of a curriculum for teacher education can be conceived as comprising three broad curricular areas : (A) Foundations of Education which include courses under three broad rubrics, namely, Learner studies; Contemporary Studies and Educational Studies; (B) Curriculum and Pedagogy which include courses under two broad rubrics, namely Curriculum Studies and Pedagogic Studies; and (C) School Internship leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills. But at present many STEIs offer various courses like : philosophy and sociology of education, current problems and issues of secondary education; school management, principles and techniques of teaching, as combination of these courses differ from university to university. Many STEIs have introduced a course called "Education in Emerging India" or "Teacher in Emerging Indian Society" but still focus is on philosophical and sociological aspects. Major focus of a foundational course should be on understanding Indian Culture – its concept, process and practices and economics of education.
5. NCERT (1978) suggested for content cum methodology and practice teaching including related practical work with sixty percent weightage. This was a new concept especially to minimize emphasis on theory aspect and raise practicability of methods of teaching. Courses like principles and techniques of teaching and measurement and evaluation in education are taught in isolation from content as compulsory courses. Instead of this, to make methods more meaningful linkages must be established between method and contents. Kothari (1998), observed that content mastery among the candidate has always been doubted by school Principals during selection interviews. Such a course will help in mastery of content.
6. During the last two decades the school curriculum in India has undergone a series of changes. After NPE (1986), school curriculum has undergone a big change in terms of educational concerns and priorities. NPE (1986) stated that the implementation of various parameters of the New Policy must be reviewed every five years. NCERT (1988) developed a curricula in response to the NPE (1986) which stressed on ten core elements. These ten core elements were (1) the history of India's freedom movement; (2) the constitutional obligations; (3) the content essential to nurture national identity; (4) India's common cultural heritage (5) egalitarianism, democracy and secularism; (6) equality of sexes; (7) protection of environment; (8) removal of social barriers; (9) observance of small family norms; and (10) inculcation of scientific temper. These were identified to strengthen national identity and promote national integration and social cohesion by activating values as enshrined in the Constitution of India through school curriculum. Syllabus at school level was revised and new textbooks have been designed accordingly but the program of teacher education did not respond to this. A meaningful school curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners, but further a good teacher education curriculum has also to be responsive to the school curriculum, reflecting various

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aspects of training of teachers to equip them with all those abilities and skills which are needed to implement the school curriculum. The National Curriculum Framework for School Education (2005) places different demands and expectations on the teacher, which need to be addressed both by initial and continuing teacher education. NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, text books and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other. Moreover, NCTFE (2009) has also emphasized on the performance area for practical training. In terms of foregoing stipulation of required performance areas, NCFTE (2009) has suggested to give due emphasis to community-based field work and community-based social work. Thus, the professional education of secondary teachers must relate to pedagogy and the way the instructional materials can be put to a judicious use. This envisages a teacher training which may suggest a way of working with young learners, to help them seek and find answers to problems to their immediate concern.

7. Curriculum development essentially is a dynamic phenomenon, a ceaseless process of searching for qualitative improvement in education in response to the changes taking place in the society. NCERT prepared teacher education curriculum framework first in 1978, and then in 1998. Further in 2001, UGC came out with a model curriculum for teacher education. The UGC chairman stated in his foreword "The UGC model curriculum has been produced to take care of lacunas, defects / shortcomings in the existing curricula in certain universities to develop a new model curriculum aiming to produce the one which is compatible in tune with recent development in subject to introduce innovative concepts, to provide a multi-disciplinary profile and to allow a flexible cafeteria-like approach including newspaper to cater for frontier development in the concerned subject". Further in the year 2009, NCFTE has been prepared by NCTE, and many universities have changed their syllabus accordingly, but now UGC has asked the universities to implement the semester system in B.Ed. course and therefore the curriculum has to be redesigned again. Thus, there are many agencies involved in issuing directives about the framing of the curriculum for teacher education at secondary level, like NCERT, NCTE, UGC and various universities etc. As a result there is always a confusion and STEIs remain in a dilemma whom to follow. So it is suggested by the author that NCTE should exclusively be empowered in designing the teacher education curriculum.
8. Inevitable thrust from the changing society is hoping for suitable changes in teacher education. Thus, one needs to critically evaluate the emerging trends in teacher education. Outdated, conventional and conservative approaches run the risk of de-motivating the future teachers in their professional learning and working. On the contrary, updated and upgraded approach. Taking the best benefits of ICT is likely to enhance their motivation. It is for the designers and practitioners of teacher education curricula to suitably amalgamate the proven age-old basics of teacher education with the current technological facilities into the emerging teacher education content, methods and practices. Government of India has launched a national campaign called 'operation knowledge' to universalize computer literacy and information literacy in education. The major feature is that computer and internet shall be made available to every school and other institution. Thus, in light of this impact on scenario of teaching in 21<sup>st</sup> century, it is inevitable to plan, prepare and organize information-based teacher education courses to fulfill the emerging needs of our society.
9. The most important part of teacher education program is practice teaching and related practical work. An analysis of feedback clearly indicates that global and subjective remarks are given by teacher educators. Majority of remarks pertain to methods of teaching and very few for content of teaching. Instead of fixing the number of lessons, mastery of particular competencies related to classroom situations mainly devoted to actual interaction in the class with pupils should be stressed.
10. One of the objectives of teacher education according to NCFTE (2009) is to develop critical awareness about the social realities which can be achieved through those types of activities which may help the future teachers to grow and develop the insights into sensitivity and attitude towards

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social problems. Such activities could be of the following nature : studying the problems of drop outs, understanding the various provisions of Right to Education Act(2009) and problems of its implementation, educational surveys in slums, activities related to preservation of environment and developing scientific temper, etc. Such program will help student teacher to deal with people belonging to different socio-economic groups, which will ultimately help in knowing their problems and elements of culture.

11. The second working group appointed by NCERT (1987) pointed out a series of shortcomings of in-service teacher education program. Earlier in-service education program was managed by Extension Service Centers, but they do not exist now. EdCIL (1987) proposed CTEs and IASEs should be expected to organize a substantial number of in-service program, but it has still not materialized. In fact, after PMOST very few in-service education programmes have been organized at secondary level. This issue needs urgent attention. With advancement in the field of educational technology and other new ideas like : value education, environment education, special education, computer education, etc., it is now high time to organize some concrete program of in-service education for teachers.
12. In practice, the typical secondary teacher educator is a graduate with post-graduate degree in education. But the NCTE(2009) norms prescribe a Master's degree with 55% as well as M.Ed. with 55% marks, along with other qualifications as prescribed by UGC or the affiliating body or state government etc. Although M.Ed. has been prescribed as the requirement for one to become a teacher educator, the program as offered in most universities is an extension of B.Ed., lacking in inputs focused on the preparation of teacher educators. Moreover, qualification for teacher educators at secondary level varies from university to university and one management to another. This does not convey anything about the experience of school teaching at secondary level. In spite of higher secondary stage being identified as a distinct one, it is found that secondary and higher secondary teachers are put under the same garb for pre-service. The teacher educators should also have at least two or three years of experience in teaching at a secondary school but NCTE has now done away with this requirement. This requirement should be reconsidered.
13. Each type of training institute is isolated from the other. There is an urgent need to break down this isolation that exists at present between different levels of teacher education --- pre-primary, primary, secondary teacher education institutes. This could be attempted by bringing together different levels of training in one institution such as comprehensive colleges of education and schools of education in the universities
14. NCTE (2009) has prescribed 200 days per year for B.Ed. course; but in reality hardly these number of days are completed by any STEI. As a result the program just becomes a ritual. For meaningful transaction of foundation component, content cum methodology, practice teaching with related practical work and working with community, we will have to rethink about the duration of the secondary teacher education program. As the prospective teachers need updating of knowledge, intensive preparation for practice teaching, exposure to media and computers as supports to teaching learning process and adequate mastery of pedagogy. Above all they need to develop commitment to their tasks and a professional outlook which must characterize teaching. These can be ensured only when the prospective teachers undergo, as in case of other professions, a training of sufficiently long duration. Thus, the author feels that it is perhaps the high time that we pay heed to the specific suggestion of increasing the duration of initial teacher education, recommended by the two significant policy Commissions : the Kothari Commission (1964-66) and the National Commission on Teachers (1983-85).
15. There is a mismatch between the demand and supply of teachers. There are no good teachers available in certain subjects like Sciences, Mathematics and English Language etc. while in the other areas there is a mushroom growth. Thus, in certain subject areas, the supply of teachers far exceeds the demands while in others there is acute shortage and unqualified teachers are working under different names. Moreover the program of teacher education institutions need to be expanded to take care of the newly emerging area viz. computers, media support, environmental and population education also. The manpower planning is practically missing in teacher education. The author feels that there is a dire need to focus on this issue.
16. Another serious issue is to visualize the equivalence between M.A. (Education) and M.Ed. The author feels that this should be seriously looked into and thought appropriately because the former

is more of academic and the latter more of professional in nature. Many universities now offering both these courses M.A. (Education), M.Ed. through distance mode also. For professional preparation of teachers and teacher educators, this issue needs to be seriously examined.

17. Due to proliferation of private self-financed institutions of secondary teacher education, the very concept of quality has also started changing. The owners of these institutions interpret quality in their own terms relating it to 'saleability' or 'marketability'. The market values have deeply penetrated into the system of self-financed institutions of secondary teacher education, the teachers who get training in these institutions never prove to be dedicated workers of the nation. In such a scenario Central and the state governments should shoulder the responsibility to train more and more teachers needed for the secondary schools of the country.

After above discussion, we can easily conclude that although there has been a tremendous development of secondary teacher education in the country, yet it has neither been well planned nor systematically coordinated. Government of India must re-plan and reorganize the existing system of secondary teacher education with the help of MHRD, UGC and NCTE to get rid of all the problems, shortcomings/lacunas as discussed above. Secondary Teacher Education Institutions need to come out with better pedagogy to train teachers not only in teaching and intellectual skills but also to awaken moral sense, humanistic, ethical, spiritual values to encourage peace, justice, freedom and equality among students. And the student teachers should be made aware of how to judiciously integrate these with all the subjects of study in scholastic areas and all the activities and programs in co-scholastic areas that the objectives there of would be directly and indirectly achieved in the classrooms, at the school assembly place, playgrounds, cultural centers and such other places.

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## A STUDY OF LIFE-SKILLS AMONG HIGH SCHOOL STUDENTS IN RELATION TO GENDER

**Dr. Poonam Sharma**

Associate Professor, Department of Education, J. V. Jain College, Saharanpur, Uttar Pradesh

**Ms. Divya Singh**

Research Scholar, Department of Education, J. V. Jain College, Saharanpur, Uttar Pradesh

Email : divyasinghdivine25@gmail.com

### ABSTRACT

Life skill based education is introduced in school education in response to the need to reform traditional educational system. With the introduction of continuous and comprehensive evaluation at the school level by CBSE, the focus on Life skills of students have become an integral part of the student evaluation system in CBSE schools from upper primary. Life skills are abilities, individuals can learn that will help them to live a fruitful life. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands, challenges, and stress of everyday life. Childhood and adolescence are the developmental periods during which one acquires these skills through various methods and people. The study was conducted on Stratified Random Sample of 100 students, comprising of 50 Male students and 50 Female students of High School level. Subjects were administered the Life-Skill Scale constructed and standardized by the investigator herself in a group to collect data. Results show that there was significant difference between Male and Female students in Problem Solving, Creative Thinking, and Empathy Life Skills. But they were similar in regard to Self Awareness, Decision Making, Critical Thinking, Interpersonal Relationship, Effective Communication, Coping with Stress, and Managing Emotions.

**Key Words :** Life-Skills, Self-Awareness, Problem-Solving, Decision-Making, critical Thinking, Creative-Thinking, Interpersonal Relationship, Effective Communication, Empathy, Coping with Emotions, Managing Emotions. Gender, High School

### Introduction

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general.

As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability.

The world health organization considers children and adolescence of 6 to 16 years as the target group of the life skills programme<sup>1</sup>. Though, biological forces play a significant role in the physical changes that takes place during the transition period from a child to an adult, a combination of biological psychological and social forces influences an adolescence development. It is a time young people drift away and distance from parents spending more time with peers and confirming to the ideas and judgement of their peers are common during this period. This transition is so crucial that adolescents face problems in certain areas of life such as parent –child conflicts, risky behaviours and mood changes. If these issues are not resolved the individual suffers role diffusion or negative identity, which results in mismatched abilities and desires, directionless and is unprepared for the psychological challenges of adulthood<sup>2</sup>. These internal stresses and social expeditions lead to moments of uncertainty self doubts and disappointment in adolescents. In these situations the young

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people indulge in risk taking behaviours. For these reasons, life skills education is important to help young people to cope with challenges that they face in their day to day lives.

Keeping above guidelines of WHO, Continuous and comprehensive evaluation was formulated by Ministry of Human Resource Development, Kapil Sibal. This is the new teaching method introduced recently to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation.

According to the manual developed by CBSE, life skills education for adolescents students is crucial for developing psychological competencies, and interpersonal skills, and helps them in making informed decisions, problems solving, critical thinking, effective communication, building healthy relationships and managing their lives in a healthy productive manner, the four basic components for imparting life skill training through participatory learning, practical activities, feedback and reflections, consolidating and reinforcement and practical application of day life challenges<sup>3</sup>. Adolescence, the second decade of life (10-19 years) is a period of rapid development, when young people acquire new capacities and are faced with many new situations that create not only opportunities for progress, but also risk to health and well being.<sup>4</sup> There is much research literature that indicates that life skills education is needed by young people and should therefore be developed. The literature points to deficits in life skills and the need to teach life skills for abused children, for delinquent children, shy children, pregnant adolescents, for anger control, and for the prevention of anorexia and bulimia nervosa<sup>5</sup>. Educating children and adolescents in the early years can instil positive health behaviours and prevent risk and premature death. Prevention can cost less than treatment.

### Statement of the Problem

“A Study of Life Skills Among High School Students in Relation to Gender”.

### Definition of Related Terms

#### Life Skills :

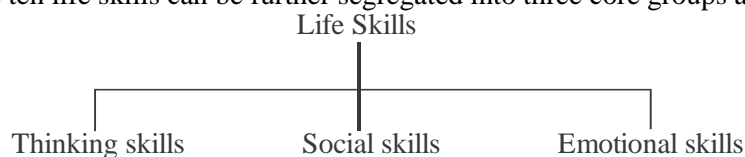
1. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are abilities that facilitate the physical, mental and emotional well- being of individuals<sup>6</sup>. – World Health Organization, 1997 ‘Adaptive’ means that a person is flexible in approach and is able to adjust to different circumstances. ‘Positive behaviour’ implies that a person is forward looking and finds a ray of hope, solution and opportunities even in difficult situations
2. “Life skills are a behaviour change or behaviour development approach designed to address a balance of three areas; knowledge, attitude and skill”.<sup>7</sup> – UNICEF
3. “Life skills” are defined as psychological abilities loosely grouped into three broad categories of skills. Cognitive skills for analysing and using information, personal skills for developing personal agency and managing oneself, and inter personal skills for communicating and interacting effectively with others<sup>8</sup>. – UNICEF

### Operational Definition of Life-Skills

The ten core life skills as laid down by World Health Organization and included in co-scholastic area of students’ evaluation in continuous and comprehensive evaluation (CCE) are as follows :

1. Self-awareness, 2. Empathy, 3. Critical thinking, 4. Creative thinking, 5. Decision making, 6. Problem solving, 7. Effective communication, 8. Interpersonal relationships, 9. Coping with stress 10. Coping with emotion.

The above ten life skills can be further segregated into three core groups as depicted below :



**High-School :** A secondary school that usually includes grades 9 or 10<sup>9</sup>.

**Gender :** “Gender” refers to the socially constructed roles, behaviours, activities, and attributes that a

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given society considers appropriate for men and women<sup>10</sup>. The state of being male or female is called gender generally.

### Review of Literature Related to Life-Skills

Botvin, G. J., Eng, A. and Williams, C. L. (1980)<sup>11</sup> conducted a study in preventing the onset of cigarette smoking through life skills training. Botvin, G. J., Baker *et al* (1984)<sup>12</sup> conducted a study on substance abuse prevention. Saxena, N., Godyal A., Gandhi. B. V. J. (2002)<sup>13</sup>. The findings indicate that the program was able to make an impact on helping the attendees develop a positive self esteem. Dunn and Arocle (2003)<sup>14</sup> find out in their studies that the Life programme has helped children and youth to improve their social competencies, communication skills, and decision making skills. Zollinger, T. W., Commings, S. F. & Caine, V. (2003)<sup>15</sup> in his study assessed the impact of the Life Skills Training Curriculum on students knowledge, attitude, and ability to make good lifestyle decisions. Nair, M. K. C. (2005)<sup>16</sup>. In his article wrote that The Family Life and Life Skills Education Programme is a good support system for adolescents. The Department of Adult and Continuing Education (2006)<sup>17</sup> that life skills are essentially those activities that help promote mental well being and competence in young people as they face the realities of life. Dogra, Bharti (2007)<sup>18</sup> find out that online discussion group can help pre service teachers to gain in terms of life skills in an ODL environment. Lineo, Kolosoa., Institute of Development Management–Lesotho, (2009)<sup>19</sup>, conducted a study on Life Skills of adolescents. Srikala, B., and Kishore, K. V. (2010)<sup>20</sup>. In their study of the NIMHANS model of LS program concluded that the model improves adjustment of the adolescents with teachers, school, increases pro-social behaviour, coping, and self-esteem. Pachisia and Rajesh (2011)<sup>21</sup> revealed that literacy and education level has significant correlation with the skills.

### Objectives of Study

1. To study the life skills of high school students.
2. To study the life skills of high school students in relation to gender.
3. To compare the life-skills of male and female high school students.

### Hypotheses

1. Life skills of high school students are not found satisfactory.
2. Life skills of male and female high school students are not found satisfactory.
3. There exists no significant difference between the life skills of high school students with respect to gender.

### Research Methodology

- a) **Research Method** : Present study was based on Normative Survey Method.<sup>22</sup>
- b) **Population** : High School students of schools of Saharanpur Comissionary (UTTAR PRADESH) will be the population.
- c) **Sample** : 100 students of High School of Saharanpur District will be taken as sample. The students belong to CBSE schools as the CCE is only implicated in CBSE Schools and they emphasized on non-scholastic development of students.

**Tool Used** : Life-Skills scale developed and standardized by the investigator.

### Analysis and Interpretation of the Data

**Table 1. To find out the level of Life-Skills (dimension-wise) of high school students**

Dimensions of Life-Skills	Mean (N = 100)	Level of Life Skills
Self- Awareness	22.64	Satisfactory
Problem Solving	23.78	Satisfactory
Decision Making	21.5	Satisfactory
Critical Thinking	22.84	Satisfactory
Creative Thinking	22.47	Satisfactory
Interpersonal Relationship	22.91	Satisfactory
Effective Communication	23.41	Satisfactory



Dimensions of Life-Skills	Mean (N = 100)	Level of Life Skills
Empathy	23.1	Satisfactory
Coping With Stress	24.59	Satisfactory
Managing Emotions	22.62	Satisfactory

It is clear from the Table1 that level of Life-Skills in all the ten dimensions among High School students are found to be of satisfactory level. Hence the Null Hypothesis, formulated is rejected.

**Table 2. To find out the level of Life-Skills (dimension wise) among male and female high school students**

Dimensions of Life-Skills	Mean of Male Students (N = 50)	Level of Life-Skills	Mean of Female Students (N = 50)	Level of Life-Skills
Self- Awareness	22.48	Satisfactory	22.8	Satisfactory
Problem Solving	23.14	Satisfactory	24.42	Satisfactory
decision Making	21.44	Satisfactory	21.56	Satisfactory
Critical Thinking	22.64	Satisfactory	23.04	Satisfactory
Creative Thinking	21.78	Satisfactory	23.16	Satisfactory
Interpersonal Relationship	22.8	Satisfactory	23.02	Satisfactory
Effective Communication	23.26	Satisfactory	23.56	Satisfactory
Empathy	22.2	Satisfactory	24	Satisfactory
Coping With Stress	24.2	Satisfactory	24.98	Satisfactory
Managing Emotions	22.18	Satisfactory	23.06	Satisfactory

In the above table Life-skills of both gender are shown dimension wise and its clear from the table that Life-Skills of both Male and Female students at High school level are found to be of Satisfactory level. Therefore the Null hypothesis that the Life Skills of Male and Female High school students are not found to be satisfactory, is rejected.

**Table 3. To compare the various dimensions of Life-skills of male and female high school students. the mean of the two groups were tested for significance of difference using t-test**

Sl. No.	Dimension of Life-skills	Male Students			Female Students			SE <sub>D</sub>	t	Level of significance	
		N	M	SD	N	M	SD			0.05	0.01
1.	Self-Awareness	50	22.48	2.18	50	22.8	2.18	0.436	0.734	Insignificant	Insignificant
2.	Problem solving	50	23.14	2.74	50	24.42	2.52	0.525	2.438	Significant	Insignificant
3.	Decision Making	50	21.44	1.9	50	21.56	2.57	0.459	0.261	Insignificant	Insignificant
4.	Critical Thinking	50	22.64	2.27	50	23.04	2.35	0.463	0.864	Insignificant	Insignificant
5.	Creative Thinking	50	21.78	2.89	50	23.16	2.74	0.563	2.451	Significant	Insignificant
6.	Interpersonal Relationship	50	22.8	2.47	50	23.02	3.99	0.664	0.331	Insignificant	Insignificant
7	Effective Communication	50	23.26	3.19	50	23.56	2.72s	0.593	0.506	Insignificant	Insignificant
8	Empathy	50	22.2	2.56	50	24	1.95	0.461	3.905		Significant
9	Coping with Stress	50	24.2	2.90	50	24.98	2.37	0.530	1.475	Insignificant	Insignificant
10	Managing Emotions	50	22.18	2.34	50	23.06	2.23	0.457	1.926	Insignificant	Insignificant

1. It is clear from the Table 3 that there is no significant difference between the Self-Awareness of male and female students of High school level. Thus Null Hypothesis is accepted at both levels of significance. Thus we find that High School male and female students are similar in the Self-Awareness, and they have a satisfactory level of Self-Awareness.
2. Table No.3 indicates that there is a significant difference between the Problem Solving Skill of male (M=23.14) and female students (M=24.42) at High school level. Problem solving Skill of female students was found to be more satisfactory than compared to the male students. Although problem solving skill of both male and female students at High school Level was found to be Satisfactory.
3. There is no significant difference between Decision Making Skill of male and female students at High School Level. Thus null hypothesis is accepted at both levels of significance. So it can be concluded that male and female students of High School level are similar in their Decision Making Skill, and both have satisfactory level of Decision Making ability.
4. Table also shows that the difference in Critical Thinking of male and female at High School level was found insignificant at both the levels of significance. So our level null hypothesis is accepted at both levels of significance. Thus it can be interpreted from the above analysis that male and female students at High school have satisfactory Critical Thinking Skills, and they are similar in this regard.
5. There is a significant difference between the Creative Thinking Skill among male (M=21.78) and female (M=23.16) students at High school level. Thus null hypothesis is rejected at 0.05 level of significance. Although Creative Thinking Skill of both male and female High school students was found to be satisfactory but creative thinking of female students was found to be more than those of male students.
6. It can be concluded from the above table that there is no significant difference between the Interpersonal Relationship Skill of male and female students at High school level at both the levels of significance. So null hypothesis is accepted. Interpersonal Relationship Skill of both male (M=22.8) and female (M=23.02) are found to be satisfactory.
7. There is no significant difference between the Effective Communication Skill of High school students in relation to Gender. Thus null hypothesis is accepted. Both male and female students are found to be having satisfactory level of Effective Communication Skill, and they are similar in this regard.
8. It is clear from the Table no.3 that there is a significant difference between the Empathy of male and female students at High school level. Empathy of female students (M=24) was found to be significantly higher than those of male students (M=22.2). Thus null hypothesis is rejected at 0.01 level of significance. And it is concluded that female students at High school level have more Empathy than those of male students.
9. There is no significant difference between the male and female students at High school level with reference to Coping with Stress Skill. So null hypothesis is accepted here.
10. There is no significant difference between the Managing Emotions Skill of male and female students at High school level. Thus null hypothesis is accepted at both levels of significance. Thus we find that High school level male and female students are similar in Managing Emotions skill, and they both have satisfactory level of Managing Emotions Skill

## Results

It is concluded that High school students have satisfactory level of Life skills. From the above study it is concluded that both Male and Female students at High school level have Satisfactory level in all the ten dimensions of Life-Skills. On comparing the mean of two groups i.e. Male and Female students of High school level it was concluded that they were similar in Self-Awareness, Decision Making, Critical Thinking, Interpersonal Relationship Skill, Effective Communication Skill, Coping With Stress, and Managing Emotions. But they differ in Problem Solving Skill, Creative Thinking, and Empathy. Female students at High School level have better Problem solving skill, Creative Thinking and Empathy than compared to the Male students.

This finding is substantiated by the studies conducted by Pajares (1996)<sup>36</sup>, Tartre (1993)<sup>37</sup>, Macoby and Jacklin, 1974; Halpern 2000)<sup>38</sup>. Coone, G. (1969)<sup>39</sup> Bhardwaj<sup>40</sup>, Warren and Luria, (1972, 1985)<sup>41</sup> Flaherty,(1972)<sup>42</sup>, Klein & Hodges, (2001)<sup>43</sup>, Batson *et al.*,(1996)<sup>44</sup>; Gault & Sabini,

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(2000)<sup>45</sup>; Lennon & Eisenberg, (1987)<sup>46</sup>; Baron-Cohen (2005,2002)<sup>47</sup>.

### Implications of the Study

On the basis of results of the present study the level of Life-Skills in the given Ten core dimensions of High School Students can be known and if adolescents develop some Life-Skills, then positive feelings of self –worth will follow – or if such youth have acquired positive feelings of self –worth, they will be more likely to develop and practice new Life –Skills. On the basis of these findings it is concluded that Life-Skills of High School Male and Female Students have satisfactory level of Self-Awareness, Problem Solving, Decision making, Critical Thinking, Creative Thinking, Interpersonal Relationship Skill, Effective Communication Skill, Empathy, Coping with Stress, and Managing Emotions.

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## **AGRARIAN STRUCTURE OF NORTH EAST INDIA DURING COLONIAL PERIOD : AN OVERVIEW**

**Suparna Roy**

**Assistant Professor, Department of History, Assam University, Silchar, Assam**

**Email : suparnaroy46@yahoo.co.in**

### **Introduction**

Land problems in India were primarily socio-political. As such enquiries in to the land problem were initiated by those concerned directly with the formulation of land and revenue policies and not by professional social scientists. As a matter of fact land problem as an area of research in India was the gift of the British rule during its earlier and more dynamic phase before the so-called Mutiny. The earlier phase of British rule was, in Ranade's words, characterized by 'the tendency to innovation and the leveling of Oriental institutions to the requirements of the most radical theorists in Europe. This fundamental and drastic tendency was seen in the British interference with the traditional land and revenue systems in India (Chandra, 1990).

The discussion on land policy was conducted with an appeal on the one hand to the principles of Western economic theory and on the other to the facts relating to the Indian society in general and the agrarian system in particular as they were perceived by the British administrators. The pre-mutiny phase of British rule was a very eventful period of modern Indian history not only because it initiated a major change in the traditional agrarian system but also because the very genesis of what is termed the "land problem in modern India" is in some important respects traceable to the socio-economic impact of those changes. The scope of British land policy and its impact on the traditional agrarian structure continues to be one of the challenging areas of scientific enquiry (Joshi, 1975).

In India the political situation was vastly changed after the Mutiny. There was deep and widespread dissatisfaction among different classes of Indian society which were adversely affected by the impact of British policies, specially land and revenue policies. Land problem and land policy were proposed as crucial problem areas for intellectual enquiry by Indian nationalists from an early period. This concern for the agrarian structure and its effects on economic progress was a very important part of the institutional approach upheld by the early nationalists. Among them Ranade's considered institutionalism to be the key for the development of an "Indian Political Economy". He questioned the view that 'the truths of economic science.....are absolutely and demonstrably true and must be accepted as guides of conduct for all time and place whatever might be the stage of national advance' (Chandra, 1990).

Dutt (1882) attributed agricultural backwardness to the British which created 'institutional framework of agricultural production', including land tenure, credit system, revenue system, marketing structure etc. He contributed insights into the interconnections and interactions between different elements of the institutional framework. He also indicated the scope as well as the limits of a land policy in tackling the evils of the institutional framework. In concrete terms he also showed how lack of industrialization accentuated basic evils of the agrarian structure including preponderance of tenancy and small sized holdings.

The North East India is the home land of a large number of people of different ethnic groups with both tribal and non-tribal identity.. The mainstay of the people of this vast area is agriculture. The land of North Eastern region consists of hills and plains. The undulating nature of the topography of the area has compelled the inhabitants to adopt mainly two methods of agriculture, permanent and shifting, according to their suitability.

The present study undertakes a brief review on the pattern of changes in the agrarian system of hills and plains, land tenure, land holdings, land management, revenue system etc during colonial period in the North East India.

### **Database and Methodology**

The study is based on both secondary and primary sources. The secondary source materials have been collected from different official publications. The primary source materials are the Archival

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sources collected from National Archives, New Delhi, National Library, Kolkata, State Archives, Guwahati, Assam.

### **North East India : A Profile**

The present north eastern region consisted of eight states, viz., Assam, Manipur, Mizoram, Arunachal Pradesh, Meghalaya, Tripura, Nagaland and Sikkim. The hills constituted about 70% of the total land area, where shifting agriculture, locally called 'Jhum' is the chief land use (Ramakrishnan, 1996). Undivided or greater Assam covered large and varied regions comprising the entire valley of the Brahmaputra, Khasi and Jaintia Hills, Garo Hills, Mizo Hills and Sylhet. Though the Naga Hills and the North-East Frontier Agency (now Arunachal Pradesh) were both administered directly by the British the people of these two areas have had centuries of contact with the people of the Assam Valley.

The truncation of Assam began with the inception of political movements in religious inhabited by the non-Aryan, both within and on the borders of Assam. As these movements gained momentum and the hill tribes required enough political self-consciousness their demands for statehood or Union Territory status were met one by one. The result is the formation of Meghalaya consisting of the Khasi and Jaintia Hills and Garo Hills and the Union territories of Mizoram and Arunachal Pradesh. Nagaland had earlier come into being as a direct result of nationalist agitation. The Ahom rule in Assam lasted about 600 years (Hunter, 1879). The people of Assam plains are of mixed origin. Here the Aryan, Dravidian and the Mongolian traits and features have intermingled. Most hill tribes, however, are of predominantly Mongolian origin (Hunter, 1879).

### **Review of Literature**

The prime motto of the colonial administrator was to extract revenue from acquired land as much as possible and north east India was not an exception in this regard. When an installment of revenue became due, weekly notices were served to the defaulters and they were asked to pay. The first notice was served free of penalty while the second and third notices were accompanied with fines from 3 paise to 1 anna respectively.

In the north eastern region the traditional tribal economy, more particularly that of the hill tribes, centers around primitive system of agricultural practices which has been characterized by the use of primitive technology, shifting cultivation, community ownership of land resource and a cooperative sense of appropriation of community labour force. Since the British penetration private ownership of land, forest and natural resources has been recognized and revenue administration organized as well (Behera and Roy, 1997).

In the plains Assam was constituted into a separate province in 1874, and the three districts Cachar, Sylhet and Goalpara were transferred from Bengal to the new province. This resulted in the development of a new land revenue system. With the close of Major Stewarts Settlement, another fresh arrangement was made in 1878-79 but the work was not completed till 1884.

Under the settlement of 1884 three fiscal divisions were created. These were Katigora Tahsil, Silchar Tahsil and Hailakandi Tahsil. The land which came under the operation was divided into four classes : (1) homestead and garden (2) cultivation including the land under san-grass (3) tea and (4) culturable waste. Each Tahsil was again divided into four homogeneous net profit tracts, called circles. These tracts or circle bore different rate of assessment for each class of land. The rate therefore assessed on a given class of land i.e. homestead, cultivation etc. in the circles of one Tahsils, did not necessarily correspond with those assessed on the same class of land in the corresponding circles of first, second, third or fourth of another Tahsil. The circles were constituted on the basis of the following considerations : (1) Productiveness of the soil (2) The facility or otherwise of communication (3) The liability of inundation (4) The exposure to the ravages of wild animals (5) Proximity to dense forest<sup>1</sup>.

The rate for tea varied from Rs.6 to Rs.7-2 per hal, and waste was uniformly assessed at Re.1 per hal, or 3 annas 4 pies per acre. The acre rates assessed on homestead varied from 15 annas 3

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<sup>1</sup> Reports on the Administration of Land Revenue in Assam, 1883-84, Assam Secretariat Records and Library, Gauhati.

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pies to Re.1-7-6. The total increase of revenue brought out by the settlement was Rs.60,000 or nearly 88 percent (Singh, 1989).

The first Anglo-Burmese war came to an end by signing the Treaty of Yandaboo in February 1826 between the British Government and the King of Burma. Under its provision Cachar was restored to Gobinda Chandra who agreed to pay Rs. 10,000 annually to the British. The assassination of Govinda Chandra in 1830 offered a golden opportunity to the British to annex Cachar by a Proclamation in August 1832.

The political situation was no doubt bad but the socio-economic situations were from bad to worse. Following the assassination of Raja Govinda Chandra in 1830 many people fled away to Sylhet and other safe places. Between 1800-1830 there was large scale depopulation in the district of Cachar. The advent of British meant a change in Government. Along with change in the Government there was also change in revenue administration. So tradition was replaced by change under the colonial rule. This change is the other name of modernization. It evokes its kinship with the concept like 'development', 'growth', 'evolution', 'progress', 'change', 'advancement' etc. Modernization as a process of change in societies of pre-colonial north east was Governed by the historical dialectics where the process of transformation of societies and culture was linked both to 'continuation of traditional activities', under changed situation and 'modification of the old circumstances with new activities' (Roy Barman, 2002).

### **Farming Systems**

There are two farming systems in the north eastern region viz., shifting cultivation, called jhum or jhuming and permanent or settled cultivation. The former is practiced by the forest areas and steeper hills slopes; the latter is limited to plains, valleys and gentler slopes. Tribal farmers slash the forest and burn it to make it fit as jhum land to rise mixed crops for one or two successive years and then abandon the land and move to new areas. After some years farmers return to the original plot. The periodicity after which cultivation is again taken up in the jhum land is called jhum cycle. Inputs used in jhuming are traditional. Use of modern inputs like fertilizers on hill slopes is not feasible (Neog, 1997). The state of Assam comprises almost plain areas except two districts, the North Cachar and the Karbi Anglong which are hilly areas. In the plain areas of Assam permanent cultivation is the only method adopted by the people for agricultural operation; while in the hilly regions the nature of the land has forced the people to practice shifting cultivation. Similar is the case in respect of the states of Manipur and Tripura where shifting cultivation is practiced by those people who live in the hilly regions while others dwelling in and around the plain areas practice settled cultivation with plough and bullock. In Arunachal Pradesh, Nagaland, Meghalaya and Mizoram there is dearth of sufficient plain land suitable for permanent cultivation and in these states shifting cultivation is mainly practiced. During the days of British administration in Arunachal Pradesh name of the tribes Nocte and the Wancho found frequent mention in the Annual Administrative Reports of the British Government. They were generally referred to as Eastern Nagas. The Ahom Kings also maintained friendly relations with these two hill tribes (Dutta, 1997).

In most hill areas of north east India land was owned by the community as a whole. Individual ownership of land recognized in certain areas is usually confined to homestead and settled farm land. Each jhum field has a name given either according to the nature of the soil or for its situation or for abundance of some particular variety of plant etc (Allen, 1905). There are four types of land such a village land, agricultural land, jungle land and reserved forest land with three categories of ownership such as- land owned by individual, land owned by the clan and common village land. The distribution of land among the individual families is done by the village councils<sup>2</sup>.

In the plains areas of the north eastern region the rice plant was known as katiya; unhusked rice, dhan; husked rice, chawl; uncleaned rice, achhata chawl; cleaned rice, uncooked, chhata chawl; cooked rice, bhat. Rice beer, called mad, is made and sold at about a halfpenny a quart. Distilled liquor prepared from rice, called phatika, is sold at the rate of a little over a penny a quart. Two modes of husking paddy are followed. One is by merely drying the grain in the sun, and husking it in the ordinary way by pounding in a larger wooden mortar. The second method was to boil the paddy in order to loosen the husks, then to dry it in the sun, and afterwards to husk it. This mode of husking is

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<sup>2</sup> Letters, R. C., Dutt's to Lord Curzon, Regarding land settlement in Bengal, Procd. No. 22 and Serial No. 4

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called ukha or ushna (Hunter, 1879).

## Conclusions

The hills constituted about 70% of the total land area, where shifting agriculture, locally called 'Jhum' was the chief land use. The ownership pattern of forest also differs in the different states of the region. In the hilly region, the ownership rests with the local communities and therefore, the proportion of reserved forest in those hilly states was quite well. The Brahmaputra and the Barak valley in Assam is the largest valley land where settled agriculture was confined. There are hundreds of different tribes in the region differing linguistically and culturally. The traditional land tenure system of different tribes differs according to the traditions and customs prevailing among them. In the post independence period the land reform policies were enacted in different states of the region. The sixth schedule of the constitution of India legislative powers have been given to the District Councils in some states of the region to administer all matters concerning land and forest management except the State Reserved Forests and to enact suitable laws. According to the Land Settlement Policy Resolution of 1954, the first preference goes to indigenous local tribals in settlement of government land. The second preference was given to the permanent non-tribals residents of the region. A tribal belonging to the same community but hailing from another village was also given the settlement rights of land in that village provided the other people of the village where the person is person is proposed to be given the settlement rights do not object.

However the biggest challenge in the post independence period has been to transform the shifting cultivation to permanent of terrace cultivation in tribal lands. The government and other agencies have undertaken various measures for controlling shifting cultivation in desired direction. The North Eastern Council and the Indian Council of Agricultural Research has been effectively involved to find way out to solve the problem. From fifth plan onwards different programme have also been undertaken in this direction.

Although various attempts have already been made by the governments and various other agencies in weaning the north east tribal in to modern scientific cultivation but most of these attempts have failed to achieve the desired results. However, tribal resistance to change alone is not the only reason rather lack of wholehearted effort on the part of government agencies is responsible for such failure. The fact that recently the village council bans jhum around Cherrapunji is a positive indication of transformation.

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**MUSLIM WOMEN : RIGHT AND EDUCATION FOR EMPOWERMENT****Sarmila Talukder (Das)****Research Scholar, Department of Education, University of Kalyani, Kalyani, West Bengal****Introduction**

Mahatma Gandhi has rightly said, “Educate a man, you educate a person; educate a woman and you educate a family .....”.

Education is the most important instrument for human resource development. It plays a vital role in the present juncture of development both in social, economical and political fields. But now, in the era of globalisation, the women are still in the last benches in education, health and in all stages of socio- economic fields. With the spread of education among women, exploitation and oppression of women is of paramount important for the development of individuality. Education takes us from traditional backwardness, darkness, poverty misery and overpopulation to enlightenment, prosperity and happiness.

**Empowerment and Muslim Women**

The concept of empowerment of women is of recent origin. It will enable the women a greater degree of self- confidence, a sense of independence and capacity to resist discrimination imposed by the male dominated society. Empower means to make one powerful or equip one with power to face the challenges of life to overcome the disabilities, handicap and inequalities. So empowerment is an active multidimensional process which enable women to realize their full identity and powers in all sphere of life. It would consist in providing greater access to knowledge and resources, greater autonomy in decision making, greater ability to plan their lives, greater control over the circumstance to influence their lives and freedom from the shackles imposed on them by custom, belief and practice.

The status of women, like man is largely based on three pillars : such as education, employment and political participation and achieving these is in another word, “empowerment”.

India has the third highest concentration of Muslim world wide after Indonesia and Pakistan. The Muslim population was 138 million out of a total population of 1028 million in 2001. On the other hand, Muslim constitute the Second largest religious minority. No Country can afford development without considering woman who constitute about half of the population women's empowerment encompasses their enhanced status in social; political and economic spheres. Empowerment of Muslim women is imperative as Muslim women continue to be the victims of traditional Social Structure of the Community.

**Education of Muslim Women**

According to census 2011, though the number of Literacy rate of women in India has increased over years, but still has a largest number of uneducated children in India. The literacy rate of Muslim women is 53% according to 2011 census, which is less than the national average literacy rate of women i.e. 65% and the literacy rate of women of other Minority Communities i.e. Jain 90.6%, Christians 76.2% Sikh 63.1% and Buddhist 61.7%. It clearly depicts that the educational empowerment of Muslim girls is very much vital for building an equal competent community and also for creating an educationally empowered society.

The very first word of the first verse in Glorious Quran emphasizes the all important need of education. It is imperative on all Muslim men and women to gain as much knowledge as could enable them to differentiate between what is right and what is wrong. This is taken to mean that Islam encourages women's education. Here not only does the prophet give priority to the education of female but also by likening the female with the nation he conferred a special position and by virtue of the position a special role for the female.

But the Muslim women are among the least educated section of India society. The Constitution of India in Article 15(1) on right to equality, provides the basic policy framework that



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enshrines the vision of girls education and spirit is which their education is to be provided.

Historically, while there has always been gap between the education of boys and girls in India in case of Muslims, the gap has been a yawning chasm. The education of Muslim girls has always demanded higher investment in terms of more facilities, more women teachers, separate Schools, easy transport and scholarship to provide the much needed incentives.

### **Sachar Committee Report regarding Education**

The Rajinder Sachar Committee, appointed in 2005 by the Indian Prime Minister Monmohan Singh was commissioned to prepare a report on the latest 'Social, Economic & Educational status of Muslim Community of India'. According to Sachar Committee's findings the literacy rate for Muslim in 2001 was far below the national average. The difference between the two rates was greater in urban areas than in rural areas. For women, too, the gap was greater in the urban areas.

Committee also reported that the literacy rate of Scheduled caste & Scheduled tribe was higher than Muslim. The female urban enrolment in literacy ratio for the SCs/STs was 40% in 1965 that rose to 83% in 2001. The equivalent rate of Muslim that was considerably higher in 1955 (52%) recorded a figure of 80%, lower than the figure for the SCs /STs.

According to Sachar Committee findings 25% of Muslim Children in the 6-14 age group either never went to School or else dropped out of some Stage. The disparity in Graduate Attainment rates between Muslim and other Categories has been widening since the 1970 s in urban and rural areas. According to Committee, only one out of 25 undergraduate Students and one out of 50 post graduate Student in 'premier Colleges' are Muslims. The percentage of graduate I poor households pursuing post graduate Studies is Significant by lower for Muslims : Hindu General (29%), SCs/STs (28%), OBCs (23%) and Muslims (16%).

### **Status of Women in Islam**

Right from the medieval period of Indian history women education is not looked with favour by Muslims. That is why find the examples of educated women in royal families or in affluent people. In the modern era also their percentage is less than the all Indian percentage. According to a survey of Higher Education amongst Muslim girls is less than the all Indian figures, and the technical & professional education is still more poor.

For his day, the prophet Muhammad was a feminist. The doctrine he laid out as the revealed word of God considerably improved the status of women in 7<sup>th</sup> century Arabia. In local pagan society it was the custom to bury alive unwanted female newborns; Islam prohibited the practice women had been treated as possessions of their husbands; Islamic law made the education of girls a sacred duty & gave women the right to own & inherit property. Muhammad ever decreed that sexual satisfaction was a woman's entitlement. He was a liberal at home as well as in the pulpit. Even in early period of Islam, ladies, like men moved freely & were not required to be in veil. None of them had 'Purdah'. Later, as the wickedness continued to increase, ladies were not allowed to go out of the houses without being escorted. It is show that 'Purdah' was not an essential part of Muslim religion but it originated because of a social emissary.

In Muslims, marriage is a contract. And so, it can be broken also. But unlike other contracts, here consent of both the parties is not required. And it is heavily weighed in favour of males. A Muslim husband can give 'divorce' to his wife unilaterally, even without informing her of his intentions. To give a revocable or irrevocable Talaq, it is not necessary eve to seek the help of a Qazi. Equality of men and women and non- discrimination on the basis of gender constitutes one of the vital human rights concern, finding expression in all international instruments as well as in the Indian Constitution. In reality, however, Muslim women in India constitute one of the most deprived groups who are unable to fully enjoy their equal rights. Their deprivation and vulnerability derives from various sources – cultural & religions, legal, socio-economic & educational and violence against Muslim women.

The problems of Muslim women are many- sided and closely related to the problems of Muslim society as a whole. Hence the approach to bettering the lot of Muslim women depends mainly on the approach towards solving the problems of the Muslim society.

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### **Some Causes for Low Literacy among Muslim Women in India**

Women education is a multidimensional phenomenon. No single factors or cause can be held responsible for very low rate of Muslim women in India. Subsequently it is associated with combination of many factors including social, cultural, economic, demographic, political & so on. The following are the some of the important factors which could be attributed for the present poor education status of Muslim women.

**High Drop-out Rate among Muslim Girls from Schools :** The incidence and prevalence of drop-out among Muslim girls especially in rural and slums areas seen to be quite high. There is non availability of schools with in easy for girls at lower levels.

**Early Marriage :** There is high association of female literacy with female age at marriage. By and large the female age at marriage of 18 (recently 21 years) as prescribed by various legislations not at all followed in India. This obnoxious practice discourages female children to continue their schooling and higher education.

**Orthodox Attitude :** Absence of girls hostels and female teachers are also impeding factors. Many religions books point to the fact that women are not treated badly by Islam. Unfortunately, in actual practice, the tendency seems to be to over look or misinterpret the principles and orders of the Quran and consequently to accord to the woman an inferior status.

**Poverty as a Barrier :** In many poverty stricken families, children especially girls are considered as economic asserts as they bring income for livelihood as well to save from economic rises due to death or incapacity of parents.

**Trafficking of Girls :** Trafficking or trade in humans constitute one of the worst forms of crimes against humanity. According to the National Crime Records Bureau (NCRB) West Bengal stands very high in women trafficking.

**Child Labour Practice :** A large segment of child population in India is engaged in child labour practice. In most of the industries girl children are preferred for high productivity and low cost.

### **National Efforts for Women Empowerment**

Empowerment of women in any society is an important factor to enable women to participate in the economic and political development of the society. In India educational programmes aim at eradication of illiteracy among women for their equality in the society and to ensure their empowerment.

The National policy on Education (1986) provides that education be used as a strategy for achieving a basic change in the status of women. The women's equality is essential for the over all growth of the society. Further, the women's equality can be achieved through education so that they are in a position to develop the critical under- standing of all the things surrounding them.

The National Policy for the Empowerment of women (2001) out lines three policy approach :

#### **Judicial Legal Empowerment**

By making the legal system more responsive and gender sensitive for women's need.

#### **Economic Empowerment**

By main streaming gender perspectives in the development process, enhancing women's capacity & access to economic opportunities.

#### **Social Empowerment**

Through focused efforts on education, health and nutrition.

### **Education a Means to Muslim Women Empowerment**

Education is a force to reduce gender inequalities and access to nobility, share in decision

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making and contribution to national development. Education enhances women's economic productivity in the form and non-form sector.

Despite pressures of religious orthodoxies, social prejudice and class or gender bias, Muslim women at the individual determined to claim greater role in public affairs. The theme of women's education was taken up by all communities including Muslims.

Women's education and empowerment is not only essential to economic development, but it will also have a transformative effect on the goals of both economic and social development. Education, specially for women, is an important agent of socialization and instrument of social transformation and a channel of social mobility and equality.

### **Conclusion**

Girls' empowerment is directly linked with over all development of country. Girls empowerment is a global issue. It gained momentum in recent decades. The issue of empowerment of girl came up in the light when linked nation declared 1975 to be concentration women's year.

The role of women in Islam has been misunderstood due to the general ignorance & education of the true Islamic system and the Islamic way of life. The need of the hour is to come to gather to find a new approach which will overcome the short comings and limitations of the above approaches. It is now necessary for the Muslim women to realize and enjoy their full human rights and start a process of reform within the community and empowerment through affirmative action programmes for their greater access to educational, economic and political institution and opportunities. Women are agent of change and education is considered a key instrument for this change, which is responsible for the national development.

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**RABINDRANATH TAGORE AND ANANDA YOGA****Dr. Nandi Niyogi****Assistant Professor, Sevayatan Sikshan Mahavidyalaya, Jhargram, West Bengal****Email : asimkumar1965@gmail.com****ABSTRACT**

It is an attempt to explore Tagore's rudimental vision on education. In particular, it will focus on the central theme ananda yoga – a path for creative self expression leading to harmonization of emotion and intellect. The final portion of the essay explores Tagore's Educational Theme regarding evolving a paradigm of education system for future generation to meet future requirements.

**Key Words :** Rabindranath Tagore, Education, Yoga, Harmonization of Emotion and Intellect

A vision of underlying harmony has been the consistent result of the religious experience in the development of the Indian tradition. R. N. Tagore expressed this vision in his literature. He has been called "the supreme reconciler, harmonizer and peacemaker in the domain of modern thought". In Indian art rasa is the aesthetic sense which achieves a full expression of reality. For Tagore, however all human experiences contributed to a creative and more integral vision of reality; the principle of harmony and rasa, the aesthetic sense, pervaded all his life experiences. The development of an ananda – yoga was cultivated and universal harmony achieved. Ananda yoga is a spiritual path characterized as joyful and filled with aesthetic delight; the aesthetic path in achieving growth in consciousness, the aesthetic path towards liberation. The path (yoga) was joy filled (ananda) because it elicited from him (man) consistent creativity.

The basis for Tagore's philosophy of man rests upon the fact that man evolves from the lower forms of life to become ultimately its highest expression. Physical man, according to Tagore, experiences reality as a specialist because his vision has been narrowed by the world of quantity. If he is to raise himself to the level of personal man, the individual must extend his relationship beyond quantity. Personal man advances from quantity to quality, from facts to truth, from necessity to choice, from utility to self- expression. When personal man extends his relationship in a qualitative manner, he contributes to his own evolution which consists in growth of his inner life.

The surplus in man is the source of human creativity. Artistic expression and productions originate in the surplus which impels him toward creative life. Art is the response of man's creative soul to the call of the Real. For Tagore, the pursuit of art is the pursuit of life. According to him "man is by nature an artist, and it is art which completes man by bringing him to an experience of wholeness in life". Tagore's experience of religion was indistinguishable from his experience as poet, dramatist and artist. Religious consciousness, according to the poet, is achieved in the love relationship between paramatma (universal self) and the jivatma (individual self). The personality of religious man is fulfilled in the same manner as in relationships. A twofold relationship raises man in his conscious experience of reality : his relationship to the finite and his relationship to the infinite.

The fine arts for Tagore were spiritual disciplines reflecting the integral conception of man in the Upanishads and the Vaishnava poets the universal man brought into being through art. The aesthetic experience became for him a discipline integrating man in his search for meaning. Among the purusarthas (goals of life), kama (desire) was looked upon not only as the fulfillment of passion and emotion but also as the development of aesthetic and artistic qualities. Once kama was spiritualized by the bhakti (love) tradition of India, it become the goal that satisfied man's desire and his aspiration for the divine. The goal of kama, raised now to the aesthetic and spiritual level, becomes the duty (dharma) of artistic man. Tagore had a strong continuity with the Indian tradition because he exemplified that aesthetic experience is a spiritual path for those who can integrate their lives with discipline.

Tagore's total philosophy is an attempt to articulate anandayoga as a path of salvation. He

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saw his own pursuit of ananda as the effort of his life : “This has been the subject on whom all my writings have dwelt – the joy of attaining the infinite within the finite”.

As a naturalist he gave very important place to ‘Nature’, which he loved immensely. In his whole philosophy he has used the term ‘Nature’ to mean a) the world of inanimate physical world like the sky, river, mountains, sun, the moon, the stars, wind and rain, the cycle of seasons and day and night, b) the non – human world of plants, trees, flowers, fruits, animals, and insects; and c) the state of nature, that is original nature of man, as distinguished from the domesticated, sophisticated, and the civilized condition of man brought about by the modern material conditions of the so-called civilized life.

In ‘nature’ he saw the manifestation of the creator (Brahman). ‘Brahman’, he said, revealed Himself through the various forms, colours, and rhythms of nature.

Tagore was a realist, who tried to revive the traditional culture of India. Reinforcing his realism he says, ‘our education should be in full touch with our complete life, economic, intellectual, aesthetic, social and spiritual and our educational institutions should be in the very heart of our society.... For true education, is to realize at every step, how our training and knowledge have organic connection with our surrounding’. His starting of Rural Farm the Institution of Rural Reconstruction and the Siksha Satra, are indicative of the fact that wanted to combine idealism with realism. The genesis of Tagore’s educational theory lay in recalling his own boyhood days; ‘he goes beyond death and rises above all circumstances’.

Like Rousseau, Tagore was an individualist and a naturalist. As an individualist, he believed in the right and freedom of the individual to shape his life in his own way. He sought a form of learning that would be linked organically to the whole of life, the people, the land and its culture. Emerging as a prophet of an educational renaissance in India, he believed that, “The widest road leading to the solution of all our problems is education”. He began to reflect on the best educational thought of the world, past and present. He was aware of the innovations brought out by Rousseau, Froebel, Pestalozzi and Herbart who all tried to release education into the area of life-experiences. Tagore’s theory is distinctive. Yet he sought a synthesis of East and West in both ideals and methods. His theory is marked by a synthetic, naturalistic, aesthetic and international character.

The three cardinal principles of his educational philosophy are 1) Freedom, 2) Creative Self-Expression, 3) Active Communication with Nature and Man

His basic philosophy of life emerges as does his educational philosophy from this body of writing - “The highest mission of education is to help us realize the inner principle of unity of all knowledge and all the activities of our social and spiritual being”. True education is the realization of an inner quality of man, a realization that places human life in harmony with all existence, with the universe. Tagore has described this ideal as the full growth of the individual in harmony with the universal, the supreme person who has in himself the various level of consciousness and experiences corresponding to man’s physical self, life, mind and soul.

The realization of harmony is specified in Tagore’s educational idealism as the pursuit of fullness (bhuma), the whole man. He employed the word bhuma to describe the ideal. Only man can pursue and ultimately realize bhuma that immensely with deepest self as distinguished from the surface self or ego. Tagore sought an education that was in touch with the whole of life : economic, intellectual, physical and spiritual aspects of man, man must be in touch with his physical and natural environment.

The pursuit of bhuma is both individual and social. It seeks an inner and individual perfection, on the one hand, and the realization of an expanding social awareness and function on the other. Tagore’s most important aim in education is the development of individual leading to a harmonious growth of personality. The development of personality to fullness is also the core of his basic philosophy of life : “To attain full manhood is the ultimate end of education; everything else is subordinate to it”.

Fullness as an educational ideal is achieved by means of relationships. Tagore would encourage his students to read world literature in order to understand how men had established relationships with the world and had achieved an intimacy with the cosmos. For Tagore self-extension constitutes fuller humanity and in education, especially man consciously extends himself by thought, sight, sound and imagination in relations of affection. In relationships man becomes more fully educated.

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Freedom, sympathy and joy are also constitutive of Tagore's educational thought and the more immediate goals in extending relational life towards a pursuit of fullness in an essay titled "My school", he said that the object of education is freedom. Freedom is conceived as a formative discipline drawing mind, heart and will into liberation from ignorance, passion, and prejudice, and the laws of entropy. Freedom (moksha) is the ideal at the heart of India's spiritual history for man's highest aspiration has been the realization of the relationship between his deepest self (Atman) and the Absolute (Brahman). In Tagore's conception of education, the freedom principle liberates the powers and energies of the personality to relate the individual with the universe, nature, man and finally Universal man.

Two distinctive elements that Tagore brings to education are sympathy and joy. Tagore sought a close and intimate contact between the student and nature, believing that such contact brought about an expansion of sympathy. Ananda-yoga is most descriptive of poet's personality, and it is also his most original contribution to educational theory. He considered "work wedded to joy" as the best work. The problem in education is to wed joy to knowledge. According to Tagore all life relationships are to fulfill knowledge, or need or joy. He wrote : "All our relationships with facts have an infinite medium which is law, Satyam; all our relationship with truth has an infinite medium which is reason, Jnanam; all our personal relationship has an infinite medium which is Love, Anandam". Truth, knowledge and joy are constitutive of reality as they are constitutive of the divine person.

"School should be a home and temple in one where teaching should be a part of worshipful life". Tagore tried to create a particular atmosphere in his school. An atmosphere filled with living aspiration was far more important to him than class room teaching or reading the great books. "For atmosphere there must be", he wrote, "for developing the sensitiveness of soul, for affording mind its true freedom of sympathy". More important than academic growth was the building of culture, of atmosphere and vocation. This was accomplished by providing an environment that was natural, open and free, simple and primitive and within a communal context. A child should be surrounded by nature and natural objects for they have their own educational values. The child should be given the freedom to celebrate the nature.

Tagore believed that for the first seven years a child education should be left to nature because what a child needs most is freedom in nature in order to love it. The true basis for Tagore's learning environment was an atmosphere of creative activity in the midst of nature where enquiry and feeling found full scope, formal teaching being the least significant aspect of education.

The poet designed his first school as an ashram community, modeled along the lines of the forest colonies of ancient India. He believed that the ashrams of ancient India gave an answer to instilling the religious spirit. Santiniketan was established on the outskirts of a small town with surrounding villages wherein the sympathy for nature is quite visible. (1) The school in Tagore's conception may be described as open, free, abundant and spontaneous where young people could be free in spite of themselves. (2) Education should not be heavy and burdensome or abstract. There were no desks, chairs, or class-rooms in his first school. (3) Laying no stress on knowledge through books he emphasized learning directly from nature, life and teacher. (4) He believed that children should be free "to organize their own immediate environment". (5) He wrote, "Let the child never tire in his efforts to give play to his creative joy by inventing things with the help of whatever material lies ready at hand".

His school was simple and primitive much like any Indian Ashram. He tried to direct the mind and spirit of the children outward to experience the world. His basic conception of brahmacharya which he tried to inculcate among the young was a life of discipline where by both enjoyment and renunciation would come with ease to a resolute youth. Tagore saw the period of Brahmacharya as a moment for the disciplining of youth against premature gratification, and his ashram school provide the right kind of environment for it. (6) Tagore's educational environment natural, open, free and communal, was the primary means to evoke imagination and emotions, love and knowledge for the building of the whole man. A holistic education is realized through creative activity which elicits the aesthetic sense. Art, for Tagore, is the bridge between man and the world, since the cardinal principle in his educational theory is the freedom for creative self-expression. Thus he was able to stress the creative and artistic aspects of learning, crafts, work and play. He considered education essentially as an art whose methodology is determined by the aesthetic imagination.

For Tagore the mind is nourished in truth; the imagination is nourished in art; and the world

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of relationship is nourished in sympathy for the created universe. He realized “that artists in all parts of the world have created forms of beauty, scientists discovered secrets of the universe, philosophers solved the problems of existence, saints made the truth of the spiritual world organic in their own lives, not merely for some particular race to which they belonged, but for all mankind”. (An Eastern University 171 – 172)

Education in his school began with training of instincts and emotions and in self-reliance and communal cooperation. Then art, music and play were introduced; only with this foundation was an attempt made toward intellectual understanding; the social and economic patterns of national and international culture were introduced last of all. He advocated a teaching system that analysed history and culture for the progress that had been made in breaking down social and religious barriers, such an approach would emphasise the innovations that had been made in integrating individuals of diverse background into a larger framework and in devising the economic policies which emphasized a social justice and narrowed the gap between poor and rich.

The curriculum was not subject centered but activity centered. Education in activity and play preceded all else, and this was followed by training through activity and play in order to develop a hardy youth.

Tagore pursued culture in the widest sense : through art, dance, drama, music, crafts and practical skills of daily life. He, nonetheless, placed emphasis on the fine arts and literature. Music and Fine arts had a place at the center of Indian education and were among the highest forms of national self-expression. Without these the people remained inarticulate, according to Tagore. He urged his teachers to discover how education could be made musical in one way or another. He created opportunities at Shantiniketan whereby those teachers who had musical talents could exercise them and this was meant to have an unconscious effect upon the ears of students. He suggested music and art not only for educated but also for the inspiration of villagers.

Tagore believed, literature was the true vehicle of education which carried it beyond schools and colleges. He encouraged the reading and knowledge of folk literature for its cultural significance and in order to grasp the psychology of the common people. Tagore made a strong plea for Bengali as the medium of education and publicly opposed the use of English in Indian schools. He observed that harmonization of education and life could only come about through one's own language. Tagore ultimately called for a bifurcation of the language medium, whereby basic education was imparted through the mother tongue, and other languages were pursued for their literary and social importance.

Tagore believed that children must express themselves with their whole bodies and that education of the body i.e. physical education must be in contact with air, water, earth and light. Now, what were his views about religious education? Tagore considered moral education a waste of time and effort. He also opposed any teaching of world religions in the school due to the communal factionalism existing in India. Tagore believed that man's education had to be liberated from the physical envelopment of religion and that this liberation would lead to the establishment of spiritual bond within the community.

Tagore's educational theory is based on his experience of the child's mind. He viewed the child as a child not as an adult, and he realized that the sub-conscious mind of a child is more vital than its active mind. He anticipated that their creative minds would build their own words and would be free to manage their own lives. They should be free to do as they wished. Tagore enunciated three principles in a child's self-education : freedom, fullness and vastness.

For Tagore the more important medium of human development is the guru-sisya relationship. Guru and sisya are bound together in the classical Hindu rite of initiation, upanayana. And it is the same intimacy of relationship that Tagore tried to recreate. Teacher is ultimate in Tagore's educational thought. The primary function of the teacher is to produce an atmosphere for creative activity within the Asram School. Tagore's exemplary teacher is a reader, a pioneer “whose chief specialization is in the art of liberating individual initiative and enterprise and making the active use of the freedom principle joyous and fruitful in each case”. He is one “who can knock on doors of mind”. Those fit for teaching must have a natural feeling of respect even for the very young. Highlighting the childlike character of the teacher in his educational essays, he observed that “If one is born a teacher, the primitive child in him spontaneously comes out at the call of children”. Reflecting upon his own experience, he recalled that “I became the playmates of my students and shared their life completely”. Such a teacher must accept his students as his friends. He wrote “only

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he can teach who can love. The greatest teachers of men have been lovers of men. The real teaching is a gift; it is a sacrifice; it is not a manufactured article of routine work; and because it is a living thing, it is the fulfillment of knowledge for the teacher himself'. The prototype of Tagore's ideal teacher is found in his popular play *Falguni*. Tagore gave importance not only to the creative self-giving of the teacher but also to communication through personality of teacher. Nonetheless, Tagore's personality reflected his conception of the educative process as an effective harmony of relationships and growth of total personality through relationships.

Now to conclude, it is the question of hundred times importance 'Does Rabindranath Tagore's ideas have importance, necessity in new era education system'? Modern psychologists, thinkers also argued for developing a form of education which goes beyond the fragmentary and disconnected approach to learning which characterizes today's curriculum. Gardner, in his book named 'Frames of Mind; The Theory of Multiple Intelligences' pleaded for a holistic learning environment like Tagore, in which child can achieve mastery of skills in a joyful manner suited to their own natural development. He advises educator to "pay close heed to the biological and psychological proclivities of human beings and to the particularly historical and cultural context of the locales where they live", this advice sounds just like Tagore's theme. Another psychologist Daniel Goleman argued that, emotional intelligence is equally as important as mathematical logical intelligence and that an educational system which does not aim at harmonizing thought and emotions is responsible for problems such as violence, depression, physical illness and failure in life. So, the answer to the question put forward would obviously be 'Yes'. In today's turmoil situation where depression, anxiety, hopelessness of individuals result in violence, immoral activities and finally into devastation of mankind the path suggested by Tagore can 'led' the 'mind' 'into ever widening thought and action'.

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**WOMEN AND URBAN DEVELOPMENT IN INDIA****Priyanka Datta****Research Scholar, Department of Political Science, University of Kalyani, West Bengal****Email : dattapriyanka1234@gmail.com****ABSTRACT**

One of the boldest features of the decentralization policy adopted by the Indian Parliament through the 73rd and 74th Constitutional Amendment Acts (CAAs), in 1992, is the provision that one third of seats in elected assemblies at the local level shall be reserved for women. The decentralization policy indeed aims at further democratizing the Indian polity : the representation of local interests is favour both by the constitutional status provided to local self-government institutions, who are invested with a new, more important role in the management of public life, and by the presence in these institutions of social categories hitherto largely excluded from the electoral process.

**Key Word :** Constitutional, Representation, Democratizing, Indian Polity, Decentralization

**Introduction**

This policy embodies with some anticipation the current consensus about the importance of gender in governance, a consensus repeatedly expressed at the international level through United Nations Conferences such as that of Beijing in 1995, or Istanbul in 1996. It is now agreed that the sexual division of labour and the reproductive role socially ascribed to women result, in all societies, in the fact that women have specific needs and can make specific contributions regarding the management of public affairs. Indeed, in the fourth UN Conference on Women in Beijing, the unequal distribution of political power between sexes was identified as one of the twelve critical domains for the improvement of women's condition. Again, the Istanbul Declaration on Human Settlements -The two CAAs also provide reserved seats for Scheduled Castes and Scheduled Tribes in proportion of their respective demographic weight in a given constituency and make it possible for seats to be reserved for Other Backward Classes as Wellments pledged to "promote decentralization through democratic local authorities [and to] enhance the role of women" (The Habitat Agenda). The most prevalent form taken by this concern about gender in governance is a larger presence of women in government. In the 1990s, an increasing number of countries in South America, Europe and Asia, have experimented with policies of quotas for women in the political field, through various modalities and at different levels of political life.

One can notice two general trends concerning this phenomenon. Firstly, despite the diversity of national contexts in terms of women's condition and political systems, the debate about the objectives of an increased political representation of women involves everywhere the same three arguments. One, the massive presence of women, who form half the population, in elected assemblies, is a must for democracies to be truly representative. Two, women possess specific talents, qualities and/or values (whether those be due to nature and/or to the socialization process), which constitute a potential resource for political life, a resource that must be tapped through women's increased participation in the decision-making process. Three, women have specific needs, concerns, and interests and these can be adequately ' addressed only if women are better represented in political assemblies.<sup>2</sup>

Secondly, local politics appear to be a privileged site for experiments with women's quotas, albeit not always for good reasons. The case for promoting women's participation in the management of local affairs often rests on a series of assumptions that reinforce gender stereotypes, such as the concrete nature of issues dealt with by local representatives, the part-time character of their job, and its closeness to social work. In the Indian case, one can only be struck by the contrast between the reaction to women's reservations at the local level and at the state and national level : while the former were simply not discussed in the course of the parliamentary debates surrounding the decentralization policy, the latter provoked a violent debate and seem very far from becoming a reality.<sup>3</sup> In retrospect, it appears that reservations for women at the local level resulted (i) from a convergence of interests

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between Rajiv Gandhi, who wanted to reform the State and modernize political life, and the Indian women's movement, who had been advocating an increased presence of women in political life (notwithstanding disagreements as to the desirable means and sites thereof) since the mid-seventies; (ii) from a political context (the destruction of the Babri Masjid) that diverted attention from the 73rd and 74<sup>th</sup> Amendments when they were submitted to vote, in December 1992; and (iii) from a sheer lack of interest : the stakes of participation in local self-government were not considered as very important by Members of Parliament.

One can derive two types of conclusion from these findings. At a pragmatic level, a recommendation emerges from the above series of observations : training sessions must urgently be planned and conducted in all the urban local bodies that have been elected for the second time under the 74th CAA. Indeed, three important potential sources of training must be tapped simultaneously since all three pertain to a meaningful political representation of women at the local level. Some training must be conducted within the Corporation, and by Corporation officials, to acquaint newly elected councillors with the technical and legal aspects of their new functions. Some training should be conducted within and by political parties, to clarify the political dimension of the councillors' work. The women's wings of political parties could here play a facilitating role for women councillors, which would give themselves more importance within the party. Lastly autonomous women's organizations could play a very important role in sensitizing female voters and female candidates to the importance of women's issues as urban development issues, before and during the electoral campaign; they could also mobilize women voters to form support groups for those women councillors who commit themselves to solving at least one problem of importance for the women of their ward.

At a more reflexive level, the above findings show that the presence of women in urban local bodies does not guarantee gender perspective in urban governance. As Beall put it,

[...] a gender perspective refers not to a constituency or the participants but to the practice of urban policy-making, planning, management and organization itself. It refers to recognition of and responsiveness to the different roles and responsibilities of women and men in human settlements and the social relations between them.

Notwithstanding the fact that urban governance goes beyond the action of urban local bodies, this statement highlights the fact that electoral quotas have a much more limited impact than what is suggested by the debate surrounding them. The reservation of seats does ensure (i) a greater representation, in terms of sex, of elected bodies, and (ii) a fairer / distribution of the symbolic and material benefits of elective office to the individuals concerned. Moreover, one can reasonably expect reservations to have a larger symbolic impact, insofar as they help popularize the idea that politics is not an exclusively male field. But the available evidence refutes the idea that a change in the sex of representatives automatically produces a change in the style and content of politics. The "agenda for change" attached to the claim for women's quotas must be, can only be, carried by feminists, i.e. by women's rights activists, whether female or male. This implies that feminist organizations confront their own reluctance to engage with electoral politics, and address the major issue of the unacceptability of feminism in mainstream political discourse.

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## EVALUATION OF SOCIAL SCIENCE CURRICULUM AT ELEMENTARY STAGE IN ASSAM

**Dr. Bijoy Mondal**

**Behali Degree College of Education, Sonitpur, Assam**

**Prof. J. C. Soni**

**Dean, Faculty of Education, Rajiv Gandhi University, Itanagar, Arunachal Pradesh**

**Jadab Dutta**

**Research Scholar, Dept. of Education, Rajiv Gandhi University, Itanagar, Arunachal Pradesh**

### ABSTRACT

The present study was conducted on Evaluation of Social Science Curriculum at Elementary Stage in Assam. This study is conducted on a sample of 550 students and teachers selected from 20 schools from urban and rural settings of Lakhimpur District. The sample is comprised of 400 students taking 200 each from rural and urban with 100 each belonging to males and females from both the areas respectively. Similarly, teacher's sample of 150 was consisted of 75 each from rural and urban with 50 and 25 males and females respectively from rural and urban areas. The descriptive survey method was used for data collection using questionnaire for Evaluation of Social Science Curriculum (QESSC) and Attitude Inventory Towards Evaluation of Social Science Curriculum (AITESSC). On the basis of the analysis of the responses of the whole sample, 94% students and 97% teachers reported that social science helps the learners to adjust with the social and physical environment. It also found that Social science is the applied branch of social sciences introduced in the curriculum at school state with a view to developing proper attitudes, sensibilities and skills in future citizens.

**Key words :** Evaluation, Social Science, Curriculum, Attitude Inventory and Elementary Level

### Introduction

The evaluation of curriculum material occupies an important place as on the provisions of effective, meaningful, need based and rational curricular material depends the growth of the learners. Good study materials contribute to desirable changes in the learners. It has therefore, to be assumed that the curriculum materials are of good quality. At the same time, these should be acceptable both to the learners and the teachers. These should be of practical use and fit well in the existing educational setting. This can be assured by evaluation alone. Evaluation helps in modifying the curriculum to adequately meet the growing challenges.

Thus, the evaluation of social science curriculum at elementary level is the assessment of the outcome of the learning of that subject. The scope of the social science is very vast. As there is a limited period of time and even the thought must be carefully selected to help students to develop major ideas, skills, attitudes and every good student can learn but a few new things each day, the decision on what to teach at different levels should be made wisely and carefully.

### Review of Related Literature

Srivastava (1969) conducted a study entitled, "Teaching of Social Studies in Secondary Schools of Uttar Pradesh". The aims of the study were :

- i) To assess the achievements of the students of social studies in regards to developing certain democratic understanding, attitude and abilities.
- ii) To see how far the students of social studies were superior to their counterparts who had not studied any of the subjects of social studies at all.

The findings of his studies were : a) Teaching of civics was found to be successful in developing the understanding that a high standard of honesty and honour, a sound system of education, a sound public opinion, respect for the right of the minority, strong and independent judiciary and goodwill of the masses were necessary in democracy. b) The role of geography and economics is worth mentioning in regards to developing the above stated understanding. c) The

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teaching of history could develop an awareness towards the need of 'a high standard of honesty and honour', consciousness about the community and the need for a sound public opinion. d) The students of no-social studies did not know at all any value of 'a sound system of education' and need of a strong and independent judiciary in democracy.

Gupta, (1983) conducted his study on "A Critical Study of the Social Studies Curriculum, with Special Reference to Secondary Stage in Himachal Pradesh" and came out with the findings :

- i) There was no provision of participation in human relationship and other social adjustment, although man's cultural heritage was a part of the existing syllabus.
- ii) There was no scope for the development of self-reliance, tolerance, initiatives, creativity, world mindedness, appreciation and adventurousness of outlook in the existing curriculum of social studies.
- iii) The content matter did not focus on the variety and changes in human behaviour in group interaction with physical environment and social environment, development of cross-culture and international understanding and lastly successful integration on the subjects.
- iv) It did not provide for a spirit of enquiry, flexibility, interaction between man and his environment, careful planning and experiment. The traditional approach of history, geography and civics pervaded the content matter.

Veerkar (1980) in his study entitled, "A study of the Effect of Integration Approach of Teaching Social Studies on Performance of the Pupils of Fourth Standard of the Primary School". The findings of his study were :

- i) The treatment resulted in better achievement as far as total performance related to knowledge; comprehension skill and attitude objectives were concerned.
- ii) The treatment benefited the pupils of average intelligence in developing skills and the pupils of below average intelligence in total performance and skill and attitude development.

Arora and Gupta (1981) of NCERT conducted a study on "Comparison of Curriculum Load at the Secondary Stage in Different States (Delhi, Haryana, Maharashtra and Kerala) to analyze the Load of Curriculum on Students of Secondary Stage viz. class IX and X". The main findings of the study were :

- i) In Delhi, at the secondary stage, the existing curricula in English, Mathematics and Hindi were considered negligibly heavy while the curricula in Science and Social Studies were considered somewhat heavy by teachers. In the opinion of students, Science was the only subject with a heavy curriculum.
- ii) In Maharashtra, the existing curriculum in English and Social Studies were considered negligibly heavy while the curricula in Marathi, Science and Mathematics were considered to be somewhat heavy. In the opinion of the students, Science was the only subject with a heavy curriculum.
- iii) In Haryana, at the Secondary Stage, the present curricula in the five subjects, namely English, Hindi, Science, Mathematics and Social Studies were negligibly heavy. According to study mathematics had heavy curriculum.
- iv) In Kerala, the curricula in English, Malayalam, Mathematics and Social Studies were somewhat heavy while that in Science was considered to be negligibly heavy. Students considered Mathematics to be the only subject which had a heavy curriculum.

Chanana, P. S. (1967) studied on, "A Critical Study of the Development of the High School Curriculum in the Punjab during the Twentieth Century". In this study, the author enquired into the development of the High School Curriculum in the Punjab. By the 1869, the High School was well defined institution in Punjab. The College, established in Lahore in 1870 was converted into a full-fledged University in 1882 and the high school was given a wider and better curriculum. At the close of 19th Century, the high school curriculum was undifferentiated. In the beginning of the 20th century there was no vocational bias. Everybody condemned the narrow and transplanted curriculum. In twenties, there was widening of the curriculum, when provision of extra class activities was made. Civics and hygiene was added to the curriculum in 1927 and household accounts for girls in 1935. In 1940's the need for modernizing the curriculum of the high school was realized.

Chaturvedi, M. G. and B. V. Mohale (1972) worked on the project, "A Study of the position of Language in School Curriculum in India", NCERT, New Delhi. The main purpose of the study was to assess the position with regard to the study of different languages, at different stages of school education, in the state and Union Territories of India.

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Gupta, P. K. (1973) worked on, "A critical Analysis of the Elementary School Curriculum in NEFA", Arunachal. The objectives of the study were :

- i) To analyze the elementary or junior school curriculum in NEFA on the basis of an examination of its socio-economic and cultural conditions.
- ii) To offer suggestions.
  - a) The findings of the study were :
- iii) There was an increase in the number of primary schools with emphasis on agriculture and crafts.
- iv) The defects of the existing curriculum were : Over emphasis on three R's (3 R's), isolation from life outside the school, inadequate provision for the needs of child life, subject-centered rather than child-centered, dominated by examination, inadequate as a preparation for life and not related to the NEFA environment.

Some of the modifications suggested in the basic school curriculum were :

- i) Emphasis should be given on the child rather than the craft.
- ii) Music and fine arts must be included for the emotional growth and aesthetic development of children.
- iii) Concept of 'work experience' should be included in NEFA schools.

Tharayani, D. K. (1978), worked on "Critical Study of the Effectiveness of the Revised Curriculum for Class VIII, IX and X in Maharashtra State". The main objectives of the study were :

- i) To examine the various measures taken by the Government of Maharashtra for the effective implementation of new curriculum in classes VIII, IX and X.
- ii) To look at the existing facilities in both the rural and the urban schools in the state for effective implementation of the new curriculum; and
- iii) To find out the difficulties experienced by schools in implementing the new curriculum.

Ramdas, J. (1981), did research on "Curriculum Development in Science Relevant to the Indian School System". The objectives of the study were :

- i) To formulate operational objectives to be achieved by science teachers in the classroom.
- ii) To implement these objectives and to evaluate their effectiveness in terms of changes in teachers and pupils behaviour; and
- iii) To develop text strategies for curriculum changes which could be suitable for Indian condition.

Chaudhari, I. S. (1977), did research on, "A Critical Evaluation of School Textbook Improvement Programmes in India". The objectives of the study were :

- i) To assess the nature and extent of improvement in textbooks, that the textbook improvement programme has brought about.
- ii) To reveal the bottlenecks and hidden malpractices in the way of textbooks improvement.
- iii) To assess the efforts of various textbooks agencies in writing, publication, production and revision of textbooks.
- iv) To determine the value of existing textbooks improvement programmes more fruitful and productive.

The Findings of the Study Were :

- i) All nationalized text book were written strictly according to prescribe syllabus.
- ii) Answer in some mathematics text books and maps in geography textbook and certain facts in science textbook were erroneous of serious nature.
- iii) Latest approaches in content presentations were perceptible in some books produced by NCERT.
- iv) Latest approaches in content presentations were perceptible in some books produced by NCERT.
- v) Illustrations were the best features in some English textbook, but mathematics textbooks suffered much due to poor illustration.
- vi) Syllabus, objectives and biography were usually absent in nationalized text-books.

Ghosal, T. (1973) conducted a study on, "An Inquiry in the Curricular Trend in the Secondary Schools of India During the British Rule". The objectives of the study were :

- i) To test the validity of the educational system of the country which had always been, to some text, the microcosm of the larger social system.
- ii) To analyze the curricular trends in secondary education in India in context with the developments in England.

The study revealed that

- i) The secondary school curricula, both in India and England, had during the period of the inquiry,

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- introduced reforms as and when it needed an adjustment with the changes in the social, economic or political spheres;
- ii) Curricular reforms, when introduced gradually and at a lower pace, generally suited well with the system into which they were introduced, whereas quick and involuntary changes had an apparent risk of ignoring the interacting influences of many institutions which were closely connected with the reforms was immense;
  - iii) Indian secondary education at the end of the British rule was much the same as it was in 1904 and had changed a little from what it was in 1884;
  - iv) The reformers of Indian education studied foreign systems of education and tried to derive benefit from it, which resulted into a system unsuitable to the Indian situation;
  - v) The first quarter of the present century witnessed in India a reaction against the lowering down of the standard of the secondary education; and
  - vi) The secondary school in India had failed to deliver goods for the simple reason that its curriculum was an imitation of the British model without proper consideration of the social, economic or cultural context of the nation.

Sinha, D. K. (1976), in his study entitled, "Evaluation of Curricular Materials in New Mathematics". The main purpose of the investigation was to establish some broad outlines of criteria for evaluation of curricular materials in new mathematics. Therefore an attempt was made in this investigation to set forth in quantitative terms yardsticks of evaluation.

A quantitative analysis from statistical considerations on the basis of the questionnaire and tryouts showed that materials in new mathematics, rather on topics with a different slant, were by and large acceptable. Materials did not reflect necessarily the spirit of the so-called new mathematics; it had often been mixed up with a ritual, in the shape of rote learning of techniques.

Devi, Sushila A. (1990), investigated on, "A Critical Study of the Environmental Curriculum in Andhra Pradesh. The main objectives of the study were :

- i) To content analyze the environmental studies curricula of grades I-V in terms of the stated curriculum.
- ii) To assess how far the curricula were studied to the needs and interests of the learners.
- iii) To assess whether the curricula had any provisions for gifted learners; and
- iv) To investigate the reactions of science teachers to a need based curriculum

The major findings of the study were :

- i) The environmental Studies (EVS) Curricula did not cater to the essential needs of learners for whom they were sent.
- ii) The EVS Curricula did not introduce children to the desired scientific skills and attitudes.
- iii) The prescribe curricula did not adequately reflected the stated curriculum objectives. The investigator highlighted that EVS curricula in order to be more effective, should be comprehensive, sequential and full of experiences that link children's school based learning with their environment and the universe.

Manish, Aejaz (1995) did research on, "Scientific literacy : Paramount Criterion for Evaluation of School Science Curriculum". The objectives of the study were : To ascertain the level of students scientific literacy measured in terms of three variables, viz., science related attitude, understanding of nature of science and concept attained in science. The main findings of the study were :

- i) Though the students showed a favourable attitude towards dimensions of science but it was not so strong that it could be regarded as positive.
- ii) Majority of students had some serve deficiencies in understanding the nature of science and scientists like, they failed to realize the skeptic nature of scientific knowledge, were unable to differentiate the nature and function of science from that of technology and believed that scientists were extraordinary or abnormal.
- iii) The conceptual understanding of three different science subjects, viz. Physics, Chemistry and Biology when considered separately as measured by three different sub-scales, was also found to be poor.
- iv) The poor performance of students in the three tests revealed that the present science curriculum has failed to promote 'scientific literacy' among the young learners.

Uppal, S.S. (1977), did research work on "Development of Curriculum in Science for

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Secondary Schools in the State of Maharashtra”. The objectives of the study were to develop a curriculum in science for standard VIII of the secondary school in the State of Maharashtra. Data were collected by means of a questionnaire administered to science teachers and by conducting an experiment on pupils of standard VIII of English-Medium schools.

The main findings of the study were :

- i) The existing syllabus in force in the state needed modification.
- ii) The syllabus suggested by the investigator was effective.

### **Rationale of the Study**

Curriculum Evaluation is a process of assessing the different components of the curriculum i.e. objectives content, methods and evaluation procedures for the assessment of the students. It includes assessment of how a curriculum is planned, developed and implemented. Therefore the investigator rationalized a study on evaluation of social science curriculum at elementary level in Assam.

Social Science is to serve a core-curriculum which is evolved as a part of efforts of the forward looking educates to develop a more significant programme of general education for all young children. It is intended to provide the “irreducible minimum” regard as necessary to everyone to be able to understand the modern society and live effectively in it. It is intended to equip the student with the fundamental knowledge for social living. The primary purpose of the core curriculum is to let a person become ‘a good human being’ first and good artist, doctor, engineer, technician, scientists etc. afterwards. Social Science as a core curriculum aims enabling the child not only to adjust himself but also to improve his social cultural and economic environment in actual cooperation with others.

The National Council of Educational Research and Training (NCERT) have outlined the importance of social science at the school level in these words, “The study of social science as component of general education is of critical importance of facilitating the learner’s growth into a well informed and responsible citizen. It should aim at developing him/her an understanding of his/her physical and social environment, both immediate and remote, in terms of time and space, and an appreciation of the cultural heritage of India and various cultures of the world. The study of the present physical and social environment should help him or her in developing an understanding of the interaction of man with his physical and social environment and with institutions- social, economic and political through which human beings inter-relate with one another and function in the society. The study of social science should also aim at enabling him to see the present in the perspective of past developments”.

### **Statement of the Problem**

The problem under study is stated as “Evaluation of Social Science Curriculum at Elementary Stage in Assam”.

### **Objectives of the Study**

The study is designed with the following objectives :

1. To examine the aims and objectives of social science at elementary level.
2. To find out the importance of social science in the elementary school curriculum
3. To analyse the views of the students and teachers of elementary level regarding the component subjects of social science curriculum.
4. To analyse the social science curriculum at upper elementary level in terms of its content.
5. To find out the attitude of elementary school students towards the social science curriculum.
6. To find out the attitude of elementary school teachers towards the social science curriculum.
7. To suggest measures for improvement of social science curriculum at elementary level in Assam.

### **Hypotheses**

The following hypotheses are formulated :

1. There is no significant mean difference in the attitude of rural male and female students towards social science curriculum at elementary level.
2. There is no significant mean difference in the attitude of urban male and female students towards social science curriculum at elementary level.



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3. There is no significant mean difference in the attitude of male and female students towards social science curriculum.
  4. There is no significant mean difference in the attitude of rural and urban students towards social science curriculum.
  5. There is no significant mean difference in the attitude of male and female teachers towards social science curriculum.
  6. There is no significant mean difference in the attitude of urban and rural teachers towards social science curriculum.

### **Methodology**

The research methodology is a systematic procedure of investigation of problem starting from its initial identification of the problem to the final conclusion. A sound methodology and procedure includes an appropriate strategy in carrying out each and every step of investigation of facts. The present study is descriptive in nature using survey method to describe the place of Social Science Curriculum at Elementary (Upper primary) stage of Education in the district of Lakhimpur in Assam. The descriptive study is concerned with condition or a relationship that exists or processes that are going on, effects that are evident, or trends that are developing at present. It often considers past events and influences as they related to current conditions. Descriptive research involves events that have already taken place and may relate to a present condition.

### **Design of the Study**

Research design is a plan, structure and strategy of the investigation concerned so as to obtain answer to research questions. Design of the present study is discuss below.

### **Population**

The present study is conducted to know the status of social science curriculum at elementary stage in Lakhimpur district of Assam. The students and teachers of upper primary level form the population for the study. In the district different types of school are providing elementary education as Lower Primary School (L. P. School, Classes I to V), Middle English School (M. E. School, Classes VI to VIII), Composite Secondary School. (Classes VI to XII). Therefore students and teachers who are enrolled and teaching respectively at the Upper Primary level in Assam in general and Lakhimpur district in particular for the population of the study.

### **Sample**

The investigator selected a sample of 550 randomly. The sample is selected from 20 schools urban and rural settings of Lakhimpur District. From The sample is comprised of 400 students taking 200 each from rural and urban with 100 each belonging to males and females from both the areas respectively. Similarly, teachers sample of 150 was consisted of 75 each from rural and urban with 50 and 25 males each belonging to and females respectively from rural and urban areas.

### **Sources of Data**

The sources of data are generally two types i.e. Primary and Secondary sources. The investigator had collected data from the field himself about status of social science curriculum at upper primary level of education from Teachers and students of the different schools of urban and rural of the district of Lakhimpur.

In order to know the status of social science curriculum in terms of its different contents at the upper primary level and attitude towards social science curriculum, the data from students and teachers were collected. The report of the different Education Commissions, NCERT, 'State Curriculum for Upper Primary Stage of School Education 2010' of SCERT, Assam, is used to know the status of social science curriculum for upper primary level. In order to collect data annual/half yearly/unit wise schools records of student's achievement in social science were also used.

### **Tools Used**

Considering the problem the investigator has constructed the following tools :

1. Questionnaire for Evaluation of Social Science Curriculum (QESSC) : A questionnaire is

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constructed to find out various components, objectives and dimensions of social science curriculum. The views of experts are incorporated while standardizing the questionnaire. The questionnaire consisted of 26 items. The questionnaire is standardized on fairly large (N=100) students of urban schools in Lakhimpur District.

2. Attitude Inventory towards Evaluation of Social Science Curriculum (AITESSC) : An attitude scale (AITESSC) was constructed by the investigator himself to know the attitude of students and teachers both belonging to males and females and urban and rural areas. The AITESSC has 45 statements comprised of 40 positive and 5 negative items. The scale has high reliability of .82 and high content and face validity. The scale is developed on a sample of 100 students of upper primary level of urban schools in Lakhimpur district.

### **Collection of Data and Analysis**

The data are collected personally by administering constructed tools and as per the direction therein. In addition, official documents, record, reports of various commissions, books, research journal and other reports are consulted for the study. The data are organized and analyzed quantitatively and qualitatively using percentage and t-test of significance.

### **Major Findings**

#### **Objectives of Social Science Curriculum**

1. As per the analysis of the responses of the whole sample, 94% students and 97% teachers reported social science that helps the learners to adjust with the social and physical environment.
2. It is found that social science curriculum appreciates individual's own culture and traditions; it has been supported by 91% students and 98% teachers of the elementary level.
3. It is found that 95% student's 100% teachers have reported social science enables the learners to know the constitutional rights and obligations.
4. Eighty percent of students and 98% of teachers reported that history part of the social science curriculum promote an understanding the process of social change and development of society.
5. Geography section of social science studies lifestyle of the people in different regions and the effect of environment and climatic conditions on human beings.
6. Political science part of social science promotes among students an understanding of various social responsibilities and social awareness as well as system of administration both at Centre and state levels.
7. However, 94% of students and 91% of the teachers of the elementary level look at economics which makes familiar with the economic life and activities for their livelihood and sustaining life.
8. One of the important objectives of teaching social science is to provide unified and integrated knowledge of different subjects to the students. 92% students and 97% teachers supported this objective of social science.
9. Most of the students and teachers support the objective of teaching social science is that it helps the learners to adjust in social environment.
10. More than 90% of students and teachers have considered that social science develops a sense of belongingness among pupils.
11. Social science acquaints the learners about the men's basic needs emanating from social, economic, political and environment which are considered important by most of the students and teachers.

#### **Importance of Social Science Curriculum**

1. Social Science curriculum is an important part at upper primary level of education; 95% students and 98% teachers have recognized it. Social science is the applied branch of social sciences introduced in the curriculum with a view to developing proper attitudes, sensibilities and skills in future citizens.

#### **Component Subjects of Social Science**

1. Social science is broad and composite instructional area which draws its contents from different social sciences, covering the individual and group life. It was found that 97% student's 100% teachers supported it respectively.

2. Social science is an integrated subject. It has been reported by 95% students and 100% teachers. At the upper primary level the curriculum of social science in Assam included the subject's history, geography, economics and political science.
3. The analysis of liking of different components of social science it has been found that the higher preference has given to the history part where geography, political science has and economics got 2<sup>nd</sup>, 3<sup>rd</sup> and last preference respectively by the students.
4. When asked about liking and disliking of different components of social science it was found that (a) 45% of students and 28% of teachers did not like history because of memorization of more facts; (b) 5% to 7% of students and teachers did not like geography because of its comprehensive nature; (c) 48% of the students did not like economics due to its difficulty in understanding and; (d) 22% of students and 12% of teachers did not like political science due to the nature of its content. There was also reported to be quite comprehensive and sufficient content for this stage in Assam. Eighty six percent of students and 84% of teachers claimed that the integration of different subjects in social science curriculum creates interest among the learners.
5. The performance of urban students was found to be higher in all component subjects than that of their rural counterparts.

### **Contents of Social Science Curriculum**

1. It is found that social science curriculum at upper primary stage in Assam mainly contains three sections- geography, history and economics and political science. The scope of the content areas is that, the curriculum familiarizes the students with the origin of Indian history, environment, cultural values and effects of technological and scientific developments on human beings and society as a whole. The contents are included keeping into view the recommendations of various commissions, committees and policies.
2. In social science curriculum more weightage has been given to geography and history sections than economics and political science section with 40% each in geography and history and 20% for economics and political science as per the approved guidelines of 'State Curriculum for Upper Primary Stage of School Education 2010' in Assam.
3. However, both the students and teachers felt that there is scope of enriching the content in all its different components in the light of changing social structure globally and locally. But, 70% of students and 50% of teachers reported that the integration of subjects in social science posed more difficulty in their comprehension. In this context 90% of students and teachers also opined in favour of teaching the constituent subjects separately.
4. Further, 100% of teachers and 85% of students were favouring the revision of social science curriculum from time to time.

### **Attitude of Students and Teachers Towards Social Science Curriculum**

1. Whereas there was no significant mean difference in the attitude between rural male and female students, their urban counterparts had shown significant difference towards social science curriculum.
2. In the overall sample, males and female students had shown significant difference. But urban and rural students had not shown any difference in their attitude towards social science curriculum.
3. Teachers when compared in terms of sex and locality had shown significant mean difference towards social science curriculum.

### **Recommendations of the Study**

Taking into consideration of the findings of the study and interaction of investigator with the various groups of students and teachers during the data collection, the following recommendations are presented for the benefit of the planners and policy makers. The recommendations will help in the development of quality curriculum in social science at upper primary stage in Assam.

1. In society man has been struggling with many socio-economic problems in life, where religious prejudice, urbanization and over population etc. creates economic deficiency, unemployment and other related social evils in society. Rapid industrialization, urbanization and maximum use of scientific products in agricultural sector etc. created environmental problems and ecological imbalance. So there is a need to make young generation aware about these socio-economic

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problems related to unemployment, population explosion, environmental problems family planning, small family norms and social evils and focus on these should also find place in curriculum at elementary stage.

2. The importance of human civilization and the contribution of various civilizations on human progress and development should also form part of social science. Hence the importance of topics like social customs, traditions, manners, folkways, cultural heritage, cultural achievements and future possibilities etc. cannot be ignored in social science curriculum. The curriculum planners may look into this aspect for inclusion in the school curriculum.
3. Students should be given not only knowledge about physical, social, political and economic affairs but should also be helped to develop understanding, abilities and skills to deal with current and emerging social problems boldly and effectively. Therefore, current affairs and contemporary social problems should be included in the curriculum, the future of democracy, need for world peace, national integration, international understanding etc.
4. Science and technology have been playing an important role in the development of human kind. Physical and life sciences have contributed much towards the end. Therefore the importance and role of science and technology in changing social conditions as well as cultural changes should form point of focus in the social science curriculum.
5. In revision and modification of social science curriculum, local experienced teachers and educated parents of the students should be involved in this service. Because they are well acquainted with the local needs and problems on which they deliberate more exactly and judiciously to decide a more suitable curriculum for their children at this stage.
6. Social science curriculum is an integration of geography, history, economics and political science, so in teaching of these component subjects experienced and specialized teachers for each section are necessary to be appointed as against the present practice of general teachers who are supposed to teach all the subjects. This aspect needs to be looked at seriously for doing justice in curriculum transaction. So the state government should make the provision for appointment of sufficient and qualified teachers for better transaction of curriculum as this stage is a foundation stage in whole educational structure.
7. The curriculum in social science at elementary stage should include the knowledge of soft skills for their practical experience of children.
8. Various kinds of activities should also be included in social science curriculum, as these provide practical experiences of life to children. The activities and skills are such as- making of charts, models, figures, tables and maps, organizing social activities, exhibitions, conducting field surveys, going on education tours etc. should find place in social science curriculum.
9. The social science curriculum goes on changing because of changes in society and application of science and technology in our ways of doing things. Therefore orientation courses for social science teachers should be organized by state government from time to time while revision of social science curriculum has been done more specifically teachers are oriented to new curricula before being enforced.
10. Evaluation of textbooks should be got done by experts at national level for judging their suitability.
11. Textbooks are the sole study materials for school education. Therefore textbooks should be made available in the beginning of academic session in the state.

The above mentioned recommendations are not the last words. It is only suggestive in nature. As social science is dynamic in nature continuous changes need to be done in it. Therefore curriculum framers should think carefully to change the curriculum once in 5-10 years to keep pace with the changes at national and international level.

### **Suggestions for Further Research**

In the present study is on the evaluation of social science curriculum at upper primary stage in Assam. It is not possible for any researcher to cover various aspects of problem. Due to the limitations the investigator could delimit his research area. There are many other research issues which could have been studied or researched. The following suggestions are put forward for future researchers :

1. Study on curriculum frame work on social science curriculum at lower primary and secondary levels of school education.

2. A comparative study on the academic achievements of rural and urban as well as interstate students in social science will be another important area for research.
3. Study on the methodologies of teaching of social science as an integrated and separate subject at the different levels of school education may be taken up.
4. Study on the development and utilization of teaching learning materials (TLM) /audio visual aids for effective teaching of social science.
5. Study on the Minimum Levels of Learning in social science at elementary level which will enhance the quality of education may also be an important area for research.
6. Similar study on environmental studies curriculum at the lower primary stage may be conducted.

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## ORIGIN OF SUFISM

**Md. Sablul Hoque**

**Assistant Professor, Department of History, D. N. College, Aurangabad, West Bengal**

**Email : md.sablul@gmail.com**

### ABSTRACT

Historians are different in their opinions regarding the origin of the word 'Sufi'. Whatever may be Sufism originated in Iraq in the 8<sup>th</sup> century A.D. some historians are of the opinions that Sufism is the bosom of Islam. They argue that all the tenets and practices of Sufism are similar to that of Islam, viz. prayer, fasting, charity, simplicity etc. the Sufis offered their compulsory prayers five times daily as well as observed the Ramadan fast with carefully. Other historians contested the above opinion. They argue that Sufism can never be the bosom of Islam as its beliefs and practices are not corresponding to that of Islam, such as the Sufis incorporated many practices from outside the Islam, such as pantheism which is totally discarded by Islam. The author has candidly tried to focus on the real origin of the Sufism which may help to know the real truth.

### Introduction

Origin of Sufism is very much debatable matter. Scholars in this field vary in their opinions i.e. regarding the origin of Sufism. Both Muslim and non-Muslim scholars who have no basic idea of Islam unconsciously deceive their readers by saying that Sufism is very much consistent with Islam. But really conscious and learned in Islam scholars argue that Sufism came to existence from un-Islamic culture. The latter are true in the sense that in Sufism many un-Islamic believes and practices are incorporated. Whatever may be the fact the etymological discussion may be tried first and then the Origin. In this regard I have done field work, collected oral history and consulted Islamic and related works of Sufism.

### Etymology

Sufism is a mystical movement of Islam. The name derives from the woolen clothing Suf (صوف), worn by the Sufis as a token of penitence (a feeling of being sorry because you committed something wrong), similar to the Christian penitent tradition of wearing hair shirts.

Scholars wrangle about the derivation of the word Sufi. Whatever may be, the lexical root of Sufi (صوفى) is variously traced to Sūf or "wool", referring either to the simple cloaks the early Muslim ascetics wore (however, it is true that all Sufis didn't wear cloaks or cloths of wool.), or possibly to Safa (صفا) meaning "purity". This places emphasis of Sufism on purity of heart and soul. In this regard, Bishr ibn al-Harith said : "The Sufi is he whose heart is sincere (صفا) towards God". But if the term Sufi were derived from "Safa" the correct form would be "Safawi". Others hold this view that the origin is from "Ashabul Suffa"(companions of the verandah) or "Ahlus Suffa" (people of the verandah), who were a group of Muslims during the time of Prophet Muhammad (pbu), who spent much of their time on the verandah of the Prophet's mosque devoting to prayer and learning. But if the word Sufi were originated from 'Suffah' the correct form should have been 'Suffi' and not Sufi. Yet another etymology, advanced by the 10<sup>th</sup> century author Al-Biruni is that the word, as 'Sufiya', is linked with the Greek term for 'Wisdom'-- 'Sophia', although for various reasons this derivation is not accepted by many at the present.

Finally it can be concluded that they were only termed Sufis because they usually put on suf or wool. so if the derivation from suf (wool) be taken the term Sufi is correct and the expression sounds from the etymological point of view. Ibn Khaldun, a renowned medieval Arab historian shares the same view.

### Origin

The 10<sup>th</sup> century was noteworthy in the history of Islam as well as the Muslim. In this century the Turks captured power on the ruins of Abbasid Caliphate as well as notable changes brought about in the realm of ideas and beliefs. In regards of philosophy a new ideas came into existence based on the doctrines of Islamic theology marking the end of the domination of the Mutazila or rationalist ideology, affecting the rise of the Sufi spiritualist.<sup>12</sup>

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The Mutazilas or rationalists were favored by the Abbasid rulers. They used political power to persecute their opponents and tried to systemize theology on the basis of reason (aql). They were busy with the formalization of the nature of Allah (God), relation of man with God, creation, nature of the soul etc. By the influence of Greek philosophy they began to believe that man was the author of his own actions, good or bad, and that the Qur-an was created, disagreeing the orthodox view that it was the word of God and hence eternal and infallible.

The real followers of Islam accused that the Mutazalites of spreading skepticism and atheism in the name of reason. They also argued that their philosophy of non-dualism or monism which believed that God and the created world were fundamentally the same. This belief, according to the orthodox elements of Islam, led to heresy on the ground that it refused the difference between the Creator and the Created.

With the help of the then political authority, the orthodox Muslims took the recourse of sustained persecution and opposition that decimated the Mutazalites. In this way, the traditionalists became champion which led to the crystallization of the four schools of Islamic Law. Of these, the Hanafi School, which was the most liberal, was adopted by the eastern Turks who later came to India and established their empire here. However, the main importance of such development lies in the fact that it ultimately led to origin of Sufism, a new spiritualistic philosophy in Islam.

Whatever may be, some historians as well as some Muslims believe that Sufism, or, to give it its proper appellation, Tasawwuf, has its origin in the teaching and personality of the Prophet Muhammad (pbu). It may have begun in a state of ecstasy; and that phase of mind always has remained the sublime mystery of all mysteries.

In such condition the Prophet is said to have asked his wife Ayesha (which is not more than a discovery) : “Man Anti”<sup>13</sup> (Who art thou?). At this Ayesha replied, discovers the author of Kunsul Asrar il Qidam : “Ana Ayesha” (I am Ayesha). For the second time he asked : “Man Ayesha” (Who is Ayesha?). At this, she replied : “Ibinnatus Saddiq (daughter of Siddiq, the first Khalifa of the Muslim world)”. Next question of the Prophet was : “Who is Siddiq?” The Prophet’s wife replied that he was the father-in-law of Muhammad (pbu). When it was asked who Muhammad was, Ayesha maintained silence, because she knew well that the Prophet was not in a normal state. In such condition the philosophy of Hama-Oust <sup>14</sup>(All is He) prevails and this became the index of life, when the Mystery of all that exists through divine radiance, into whom all shall be absorbed. So, Prophet Muhammad (pbu) is considered as the first Sufi of Islam. But this type of incident did never happen in the Prophet’s life.

During the Prophet’s life some persons reverted to Islam, who were very poor having no property, house-hold or anything else. They fervently learned Islam from the Prophet and did not take any job keeping in mind this that their learning might have been hampered. Actually, they sacrificed their total life for the sake of Islam. They engaged themselves in prayer and learning only. They sat on the porch of the mosque. Abul Fida, a well-known historian, opines that these men of God, known as Ashabi Suffa (sitter of the porch), were styled as Sufis. The porch of the mosque became their mansion, and thence they obtained their appellation.

No doubt the sect of the Sufis came into existence, argues the celebrated Khaja Khan, about this time : but he does not believe that they did bear that name just then. He adds that the author of Awarif-ul-Marif <sup>15</sup> (Sheikh Shahabuddin Suhrawardi, 632 A.H.) argues that this name did not come into existence for two hundred years after the death of Prophet Muhammad (pbu). His argument is borne out by the fact that the word Tasawwuf does not find a place either in the Sittah compiled in 392 A.H. or even in the Qamus, the standard Arabic dictionary compiled in 817 A.H.<sup>16</sup> According to some enthusiasts, these men are termed in the Qur-an as Muqarrabun<sup>17</sup> or friends of God. Who are Muqarrabun ? They are Sabirin (patient men), Abrar (virtuous men), Zuhhad (pious men) mentioned in the Muslim’s revealed book. But the appellations like these are not meant for the Sufis rather true pious Muslims in general. However, they were known as Muqarrabun, for six hundred years in the regions of Turkistan and Mesopotamia for common people was unaware of the true definition of the word Muqarrabun.

The author of Ghiathul-Lughat mentions that Suffa was the name of an Arab tribe. They became separated from their own people and took the job of servicing the Meccan people. This Arab people of Mecca lived in Bani Muzarttle. It has also been said that they derived their name not from Suff (bench), though they might have been bench-sitters, as Abul Fida opines, but from soof or wool,



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as they wore woolen garments. But this theory is discarded, as wool is the garment of cattle. It is believed that the Greek word Sophia means wisdom is responsible for the growth of Sufi. But it is contested that Sufism is an esoteric form of Islam. So, Sufism originates from the bosom of Islam and has no connection with either Greek or outside influence. But there is other story.

Before the advent of Islam in the Middle East several ascetic groups were prevalent there. These sects, such as, Buddhism, Gnosticism, Neo-Platonism etc., with some difference, believed that emancipation of self from the prison of matter, which leads to the evil and miseries of life, lies in the renunciation of worldly pleasure. All non-Muslims, Christians or Zoroastrians, preferred ascetic ideology (considering it a universal faith) to formal religions. After embracing Islam they did not shake their earlier ascetic ideology as they could see any antinomianism so Islam in it.<sup>18</sup>

So, it is clear that Sufism is not the bosom of Islam but a blend of Islam and un-Islamic dualistic asceticism.<sup>19</sup> Actually, Sufism is a continuation of pre-Islamic asceticism which incorporated in it Islamic doctrines also. Whatever may be, Dhunnun was the first to put the doctrines in words; Junaid of Baghdad systematized the same. Abu Bakr Shibli was the first to preach them from the minbar of the mosque. He brought them out from the innermost recesses of the heart which is the throne of God to the rungs of the pulpits. It was committed to writing by Abul Qasim al Qushayri (A.H.) in his *Risalai-Qushairryah fil Ilm-ut Tasawwuf*.

Feeling again is connected with meditation, that is, getting above earthly things, and surveying them as if from a tower, flying to the dizzy heights of imagination, or it may be being drawn up to the heights of illumination. It was on a mountain height that Christ had His transfiguration. The men of action were those who were mostly concerned with moral and spiritual regeneration. Those who meditated were also those who ascended the ladder of certain phases of moral conduct. Junaid, for example, based his Tasawwuf on eight different qualities of mind, viz. submission, liberality, patience, silence, separation (from the world), woolen dress, travelling, poverty—as illustrated in the life of Issac, Abraham, Job, Zachariah, Moses, Jesus, and the seal of the Prophets (may peace be upon all of them). The salik or Novice-Wayfarer adopts any of the paths thus chalked out for him; and thereby attain his station or Maqam, i.e. he stations himself on the attribute in which God manifests Himself in him. Now he is a man of Mushahada or Manifestation; Syedna Uthman's station was bashfulness; Syedna Ali's largeness of heart; imam Hasan's patience, Imam Husain's steadfastness in truth.

It is said that Syedna Abu Bakr and Syedna Ali, the first and fourth caliphs, founded their own orders. It is propagated that three important orders originated from the first, viz. Naqshbandiyah, Baktashashiyah and Bistamiyyah; the remaining orders were offshoots of the one founded by Hazrat Ali. On the demise of the former, his mantle was handed over the shoulders of Salman Farsi, one of the principal disciples of the Prophet; and on that of the latter, his mantle descended on Hasan al Basri. There were some Sufis which were removed from their inner court like the Mujassamiyyah (the corporealists), the Hululis (Incarnationists), and the Tanasukkhis (Transmigrationists). The first of these sects traces its origin to Abi Halman of Damascus; and the second, to Mansur Abul Hallaj (who lived in Iraq and was a contemporary of Junaid). The latter was not Mansur-i-Farsi of Baghdad, who was treated as Mulhid (atheist). The first Mansur gave out Anal Haq (I am the Truth). Hallaj simply meant that he was a manifestation of God. For this very reason he was supported by Junaid, though he signed the fatwa declared for the execution of the former, out of regard for the mythical esoteric shariat, Junaid said : “Mansur and I are one and the same thing, only that madness has saved me, and reason ruined him”.

Sheikh Abu Said Abul Khayr (440 A.H.), the Murshid of the famous Wali Sheikh Abdul Qadir Jilani (Pir Dastagir), considered him to be “a man of the secret”. The doctrine of Tanasukh (Transmigration) was that the soul transmigrated into another body,— re-incarnation (Naskh); or into the bodies of animals (Maskh) or into vegetables (Faskh), or into minerals (Raskh). Ahmad ibn Sabit and his disciples Ahmad ibn Yabus, Abu Muslim of Khorasan, Sheikh-ul-Ishraq, Omar Khayyam were the exponents of the doctrine of re-incarnation basing their arguments on Suratul Baqara : 61-92, Suratul Maidah : 55, etc. Druses, who were the followers of Darazi were also believers in it. They even went to the length of saying that Christ had reappeared in the person of Salman Farsi; and that Hamza had reappeared in the person of a son of Ali.

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## Conclusion

J. S. Trimingham has divided the transition of Sufism into three different phases, namely, the *khanqah*, the *tariqa* and the *ta'ifa*.<sup>20</sup> The most important characteristics of *khanqah* phase that it followed very simple way of life. This was certainly the golden period of Sufism which was characterized by creativity and publication of original mystical literature in abundance. Early Sufis like Hasan al Basri, Ibrahim bin Adham etc. were totally disillusioned to the comfort and charm of this world. So did not like extravagancy of Abbasid Caliphate and kept a safe from them. Their main attention was to spiritual elevation. They always feared Allah (God) and were busy to please Him. From the ninth century, under the guidance of the mystics like Bistami, Junaid etc., Sufism got a new dimension incorporating in it a new philosophy, that is, 'fear of God' was replaced by 'Love of God.' In this period, the mystics began to follow some types of discipline or spiritual *sadhana* (intense devotion) in the expectation of attaining communion with God, though it was totally an unIslamic ideology. From now on the tradition of master and disciples began to be crystallized in Sufism, however, till then it was devoid any systematic organization. In this period no Sufi claimed divinity or intermediary between the disciple and God. The *khanqah* or hospice of a Sufi was some sort of school where the wandering Sufis practiced spirituality under the informal guidance of some master. From the ninth throughout the twelfth century *khanqahs* were found throughout the Islamic world in an unorganized way. From the *khanqahs* the Sufis preached Islam which inspired and motivated the non-Muslims to come to the Islamic fold.

The ideology of the Sufism underwent a big change from the thirteenth century by effecting organizational and doctrinal change, mystical school coming under a certain master or Shaikh and various techniques and practices making systemized. This stage was known as *tariqa* phase. These techniques and practices were institutionalized which ultimately led to the growth of various schools where well-defined system of spiritual exercises was practiced. The spiritual techniques transmitted, it was believed, from one master to another, which led to the emergence of a certain order or *silsilah* corresponding to each school. Also, the *silsilah* traced back its origin to its founder. Thus we can find that the Chisti *silsilah* traced back its origin to its founder Shaikh Mu'nuddin, and so the Suhrawardi order to Bahauddin Zakariya etc. the Sufis were now affiliated to a certain *silsilah*. In the *tariqa* phase there was a clear-cut line of demarcation between the *pir* or *murshid* and the *murid*. It was compulsory that the *murid* should surrender at the feet of his *pir*. A *murid* had to go rigorous training under the guidance of his *pir*. Besides ordinary *murid* there was special type of disciples who were known as *khalifa*. The *khalifa* could initiate new *murid* and succeed his *pir*.

The transition of the Sufi thought culminated in the phase of *ta'ifa* in which the Sufi belonged to a cult-association than mere submission to a system of discipline. This was the final stage of Sufism which started from the fifteenth century. In this phase divinity was associated with the Sufis or *pirs*. *Pir* worship by the *murid* started. Now the *pir* was elevated to the stature of intermediary between his *murid* and God. In this regard Richard M. Eaton observes :

*Pir* thus became saint or *wali* (friend of God), and *silsilah* which was in the second stage centre of spiritual discipline now became saint-cult centered on the spiritual power or *barakat*, of a single individual. Moreover the headship of most *ta'ifas*, particularly in India, became mainly hereditary. This led to the growth of individuals who by virtue of their blood descent from a saint could claim special spiritual status.<sup>21</sup> Saints now began to be considered as the holder of infinite mystical power (by which he could establish direct contact with God) which could be transmitted not only to the descendants of a *pir*, but also to his *dargah*. In this *dargah* period Sufism became more of a devotional than a mystical movement. Its dimension was much that it took the form of a popular movement which people from all walks of life, particularly the lower and illiterate classes, in large numbers.

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## **A STUDY ON ACTUAL DEVELOPMENT OF HUMAN RESOURCE BY MGNREGA IN WEST BENGAL**

**Dr. Anup Maji**

**Assistant Professor, Department of Commerce, Sabang Sajanikanta Mahavidyalaya,  
Paschim Medinipur, West Bengal, Email : anupmaji.VMM@gmail.com**

### **ABSTRACT**

The paper attempts to determine and analyze empirically the patterns of Human Resource development by the Panchayati Raj Institutions (PRIs) in the light of MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) Scheme in rural Bengal in general and Howrah district in particular. Human Resource Development refers to proper utilization of Human Resource of the organization to achieve the organizational objectives. The basic objectives of Panchayati Raj Institutions (PRIs) is that the socio-economic development of people of rural area. So Human Resource Development also is the key element of Panchayati Raj Institutions (PRIs) to attain its basic goals. The Eleventh Schedule (Article 243G) of 73rd Constitution Amendment Act listed twenty-nine broad areas where the PRIs have to play a crucial role in improving the overall standard of life of village populace. As a result, the PRIs are now dealing with the Human Resource Development Programme sponsored either by State or Central Government throughout the country. Proactive disclosure of key information regarding implementation of NREGA is one of the most important activities to ensure transparency in the MGNREGA works. Development of a sound financial management system armed with modern financial control techniques and integrity in building up proper accountability and transparency mechanism would likely be the weapons of the PRIs for proper implementation of MGNREGA scheme to fulfill objectives of development of Human Resource in rural Bengal and to take on those challenges as will emerge in the economy of 21st century.

**Key Words :** PRIs, MGNREGA, Human Resource Development, Socio-Economic Development

### **Introduction**

Human Resource Management refers to proper utilization of Human Resource of the organization to achieve the organizational objectives. The basic objectives of Panchayati Raj Institutions (PRIs) is that the socio-economic development of people of rural area. So Human Resource Development also is the key element of Panchayati Raj Institutions (PRIs) to attain its basic goals. The Government of India passed 73rd Constitution Amendment Act, 1992. The Act makes it mandatory for every state government in India to constitute three-tier Panchayati Raj Institutions (PRIs). As a result, the PRIs are now dealing with a huge fund from MGNREGP sponsored by Central Government throughout the country. Mahatma Gandhi National Rural Employment Guarantee Programme is a programme to provide a legal guarantee of 100 days of wage employment in a year to every rural House-Hold to develop Human Resource of our country. It is necessary to develop a sound financial management system armed with modern financial control techniques and integrity in building up proper accountability and transparency mechanism would likely be the weapons of the PRIs to take part in the implementation of Human Resource Development by MGNREGA Scheme.

### **Statement of the Problems**

The history of local governments in India has a deep root in its culture and civilization. From time immemorial, local governments in our country are being considered as an integral part in the civic administration, both rural and urban. Panchayati Raj Institutions (PRIs), a sub-division of rural local government, have been playing a vital role in the socio-economic development of our country since independence and particularly in post 1990s era when the concept of globalization was first introduced in India. The role of such local governments was felt as an integral part of economic development of rural India and as a result, a concrete shape of decentralization of power was given constitutional recognition under the framework of 73rd Constitution Amendment Act, 1992. The Act makes it mandatory for every state government in India to constitute three-tier PRIs and members of

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these institutions are required to be elected, not nominated. In West Bengal, the PRIs [Gram Panchayat (GP) at grass-root level, Panchayat Samiti (PS) at block level and Zilla Parishad (ZP) at district level as prescribed in the West Bengal Panchayat Act, 1973] have been taking an active role in various types of social and economic activities of village Bengal during the last twenty-five years.

### **Objectives, Scope and Methodology of the Study**

The present study is aimed at fulfilling the following objectives :

- Evaluation of actual development of Human Resource by MGNREGS Scheme in the selected area by effective and efficient machinery of PRIs.
- Study of the present condition of Job Card issued, job demanded and provided to the people and actual picture of the fulfillment of 100 days job Guarantee by the Act.
- Study of the present budget to obtain the understanding of how far it can effectively be used for the development of human resources.
- Examination of the prevailing system of financial reporting practices and audit of accounts relating to the development of human resources in the light of MGNREGS Scheme within the Howrah District.
- Providing of suggestive approaches to the development of over all environment relating to the development of human resources in the light of MGNREGS Scheme within the Howrah District.

The present study is basically descriptive in nature. But the conclusions drawn and suggestive measures offered for improvements is substantiated by empirical evidences collected by way of administering questionnaires and personal contacts as stated below. However, the study is not directed towards testing any hypothesis. Instead, it describes and interprets the situation as it exists with respect to the development of human resources in the light of MGNREGS Scheme in West Bengal in general and Howrah district in particular. The primary source of information for the paper is field survey.

### **MGNREGS (Mahatma Gandhi National Rural Employment Guarantee Act)**

MGNREGS is an Act to provide a legal guarantee of 100 days of wage employment in a financial year to every rural household whose adult members volunteer to do unskilled manual work. He/she will get the minimum wage rate notified for agricultural labor in the State until the Central Government notifies a minimum wage rate, which in any case shall not be less than Rs. 60 per day. MGNREGS came into effect on February 2006.

Creation of durable assets and strengthening the livelihood resource base of the rural poor shall be an important objective of the scheme. All adult members of a rural household, resident in the area, willing to do unskilled manual work can apply. Even if a person is already employed in work, he/she has the right to demand employment under MGNREGS. Priority shall be given to women. At least one-third of the beneficiaries shall be women who have registered and requested for work under the Scheme. A household interested in availing of the MGNREGS beneficiaries has to make an application for registration through the prescribed written form or orally. The registration form and process are free of cost. The application for registration has to be made to the Gram Panchayat. In order to authenticate the registration, the Panchayat verifies whether the applicant resides in that village and is an adult. The unit of registration is the household. After verification, the Gram Panchayat will issue a Job Card to the household. A Job Card is the basic legal document, which enables the registered household to demand guaranteed employment. The Job Card should be issued within 15 days of application and is valid for five years. The household Job Card will have the name and photograph of each registered member. The Job Card and photograph are free for the applicant.

### **Minimum Features of a Rural Employment Guarantee Programme**

The focus of the Scheme shall be on the following works in their order of priority :-

- Water conservation and water harvesting;
- Drought proofing (including afforestation and tree plantation);
- Irrigation canals including micro and minor irrigation works;
- Provision of irrigation facility to land owned by households belonging to the scheduled castes and scheduled tribes or to land of beneficiaries of land reforms or that of the beneficiaries under the

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- Indira Awas Yojana of the Government of India;
- Renovation of traditional water bodies including desilting of tanks;
  - Land development;
  - Flood control and protection works including drainage in water logged areas;
  - Rural connectivity to provide all – weather access; and
  - Any other work which may be notified by the Central Government in consultation with the State Government.

### Analysis of Results

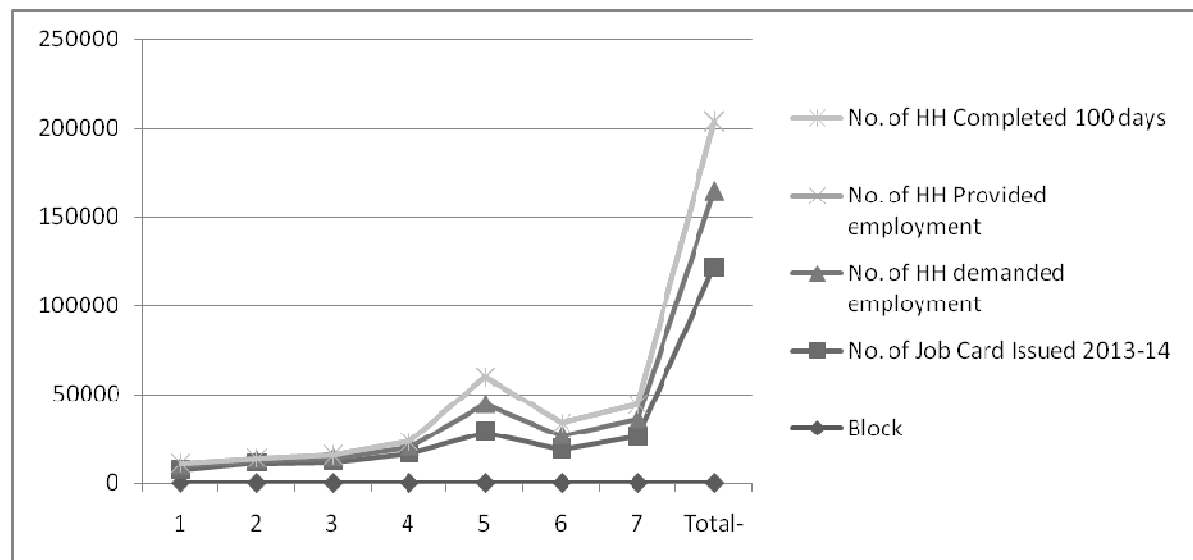
The sample of the survey will be spread over the entire district. At present, there are 157 GPs, 14 PSs operating under the Howrah Zilla Parishad. The GPs and PSs representing different socio-economic typologies are to be selected randomly. The Zilla Parishad, needless to mention, is to be considered for the study. 7 Panchayat Samities (PS) are proposed to be selected from the total of 14, and three would be selected representing agriculturally backward area, another three with higher productivity and the rest close to district headquarter. Again, three GPs are to be selected from each PS on the basis of some pre-determined characteristics like performance in implementation of programmes.

Proactive disclosure of key information regarding implementation of NREGA is one of the most important activities to ensure transparency in the NREGA works. The important findings of the study is that the fulfillment of the objectives of the Scheme i.e. completion of 100 Days job by the House Hold is a very negligible in figure than the registered House-Hold in the Scheme i.e. Job Card issued by the PRIs to the people belongs to HH. Several instructions have been issued from the Government of India and also from the State Government emphasizing the need for such proactive disclosure at the GP and other PIA (Programme Implementation Agency) level so that the general public may have easy access to the information without asking for the same. All the GP and the Block Office has been asked to notify the monthly progress of implementation in a prescribed format by writing the same in a prominent wall of their office. This is being mostly followed as observed through field visits. Emphasis was also given on verification of all Muster Rolls for checking correctness of the same. The need for conducting Social Audit of all works is another requirement under the MGNREGA. A team comprising of an official from the Block, an elected member of the Gram Panchayat, two representatives from Gram Unnayan Samiti, one member each from two Class I SHG groups, one representative from a registered NGO working in the locality have been performing social audit. The calendar of the dates of social audit of each gram panchayat had been announced publicly, approximately one month in advance.

**Table 1. Statement Showing of Job demanded, provided and completed 100 days in the selected Block Panchayats in the year 2013-14**

Sl. No.	Block	No. of Job Card Issued 2013-14	No. of HH demanded employment	No. of HH Provided employment	No. of HH Completed 100 days
1.	Domjur	7232	2131	1978	13
2.	Sankrial	11356	1552	1290	7
3.	Panchala	11924	2260	1984	0
4.	Uluberia-I	16997	3506	3198	15
5.	Amta-II	28934	15586	15156	345
6.	Bagnan-I	19227	7802	7011	70
7.	Shyampur-I	26358	9775	8479	35
Total		122028	42612	39096	485

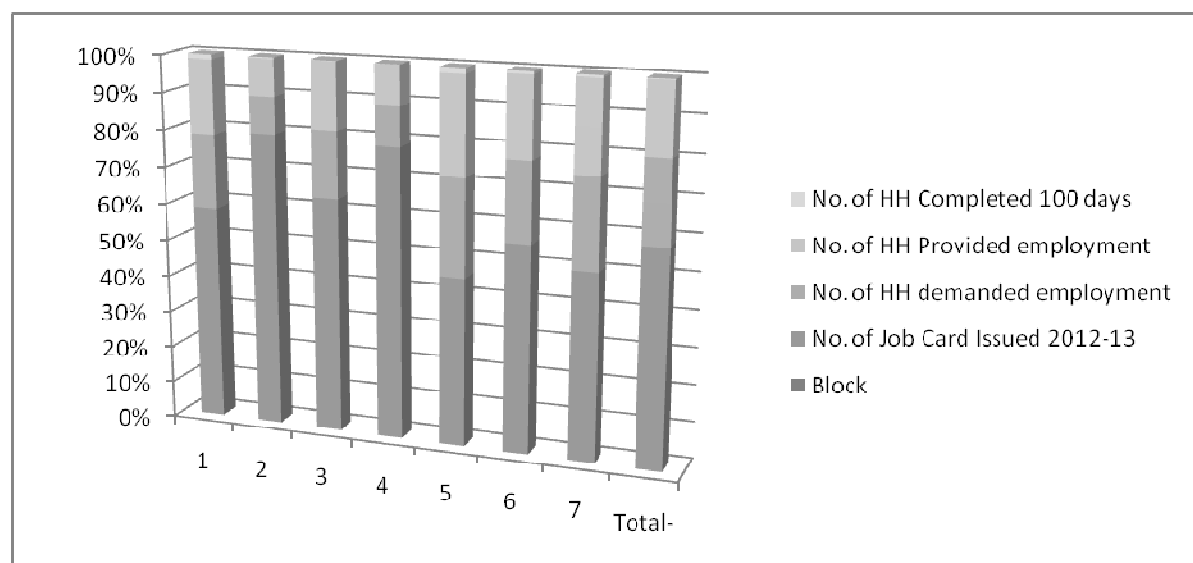
Source : Field study



**Table 2. Statement Showing of Job demanded, provided and completed 100 days in the selected Block Panchayats in the year 2012-13**

Sl. no.	Block	No. of Job Card Issued 2012-13	No. of HH demanded employment	No. of HH Provided employment	No. of HH Completed 100 days
1.	Domjur	7044	2413	2411	156
2.	Sankrial	11057	1384	1372	47
3.	Panchala	11838	3342	3335	29
4.	Uluberia-I	16807	2270	2268	10
5.	Amta-II	28404	16426	16421	926
6.	Bagnan-I	18967	7296	7294	234
7.	Shyampur-I	25654	12370	12357	337
Total		119771	45501	39096	485

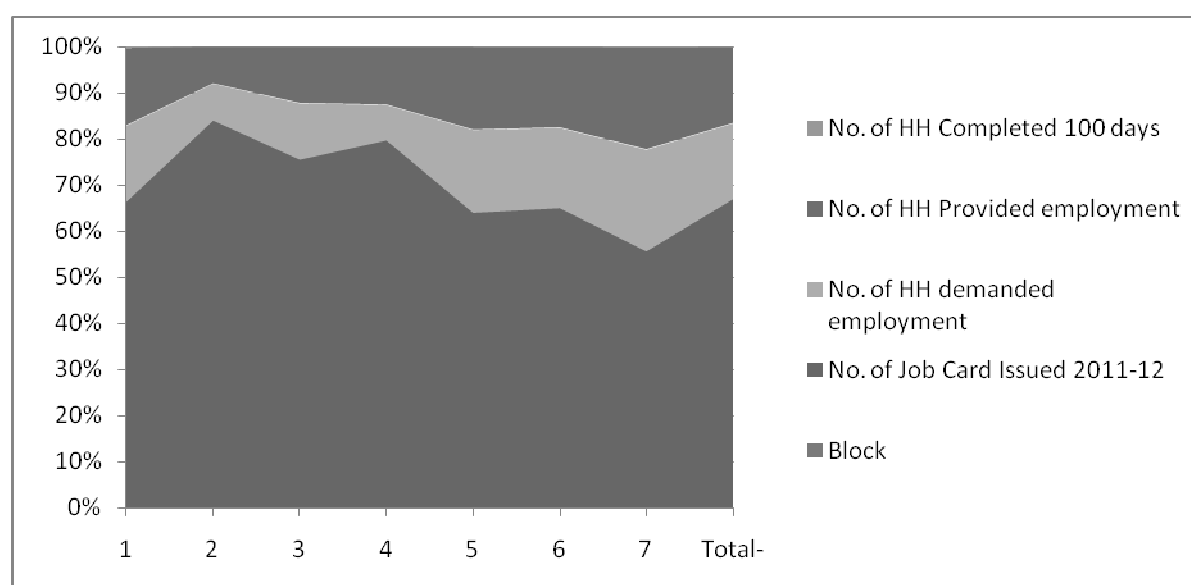
Source : Field study



**Table 3. Statement Showing of Job demanded, provided and completed 100 days in the selected Block Panchayats in the year 2011-12**

Sl. No.	Block	No. of Job Card Issued 2011-12	No. of HH demanded employment	No. of HH Provided employment	No. of HH Completed 100 days
1.	Domjur	6555	1626	1649	28
2.	Sankrial	10996	1041	1038	0
3.	Panchala	11545	1866	1860	2
4.	Uluberia-I	16679	1609	2613	5
5.	Amta-II	26396	7397	7372	26
6.	Bagnan-I	18282	4887	4885	23
7.	Shyampur-I	24895	9854	9850	82
Total		115354	28280	28267	166

Source : Field study



The report of social audit had to be submitted in a prescribed Performa as many as 25% and 31% social audits have been conducted in the year 2011-'12 and 2012-13 respectively. All Gram Panchayat and Panchayat Samities selected for the paper (i.e. 28 PRIs) are fully engaged to develop Human Resource of that area from MGNREGA scheme.

It is clear from the Data collected from seven Block level panchayat of Howrah District relating to MGNREGA Scheme, Gram Panchayats are more empowered by fund than Block or Panchayat Samities. There are so many natural resource generated by MGNREGA Scheme which helps to develop Human Resource of that Block. The expenditure made by the PRIs both on revenue account and developmental heads for the development of human resources are more or less satisfactory. The system of financial reporting and audit of accounts is very strong with the help of using Electronics devices and modern technology which would helps to develop the mentioned objectives.

### Suggestions and Conclusions

Panchayati Raj Institutions (PRIs) have been playing a vital role in the Human Resource development of our country since independence and particularly in post 1990s era when the concept of globalization was first introduced in India. It has now been argued from various quarters that in coming future, the PRIs may face a great threat of existence unless they accommodate themselves with the changing scenario of the economy. An institution cannot deliver goods without adequate resources. Therefore, funding or finances of local self-governing body like PRIs have important implications for local autonomy, development and democratic process. Further, it is finance that



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governs the ability of the local institutions to plan and implement the functional responsibilities. It is necessary to allot more funds in the specific head of MGNREGA to develop the Human Resource in rural Bengal in general and Howrah District in particular. Simultaneously, Development of a sound financial management system armed with modern financial control techniques and integrity in building up proper accountability and transparency mechanism would likely be the weapons of the PRIs to take part in the implementation of Human Resource Development by MGNREGA Scheme.

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## **MICRO-CREDIT SYSTEM, POVERTY ALLEVIATION PROGRAMMME AND RURAL DEVELOPMENT IN INDIA : AN HEURISTIC ANALYSIS**

**Kalyan Kumar Sarkar**

**Associate Professor, Kanchrapara College, Kanchrapara, West Bengal**

**Email : debarka10@gmail.com**

“The issue of poverty and the challenge of poverty alleviation moved up the global political agenda at the close of the twentieth century....While World Bank Figures for the 1990s showed a global improvement in reducing the number of people living on less than a dollar a day (its orthodox measurement of extreme poverty), the picture was uneven : in sub-Saharan Africa the situation deteriorated, and elsewhere, such as the Russian Federation, the Commonwealth of Independent States, Latin America and the Caribbean, and some Middle Eastern States, the picture remain bleak. Most of the global improvement resulted from trends in China and India, and even there, deep pockets of poverty remain”. ..... Caroline Thomas.

[ ‘Poverty, Development, and Hunger’, in John Baylis and Steve Smith (eds.), *The Globalization of World Politics, An Introduction to International Relations*, 3rd Indian edition, Oxford University Press, New Delhi, 2006, p. 647] (Bracket is original)

### **A Prelude**

Poverty, quite needless to say, is the basic economic problem not only of India, but of the world as well, that hinders all the possibilities of development and progress and checks the speed of improvement of economy. Generally poverty occurs from the condition where people do not have the money to buy adequate food or satisfy other basic requirements, and are often categorized as unemployed and under-employed. And it is due to the poverty of the people, that the economy of a nation cannot achieve its targeted goal of development and economic progress. In fact, the poverty of the people makes it quite hard enough to proceed to the way of proper development, Hence it becomes a compulsion on the part of the national government of each and every country to eradicate, at least reduce, the amount of poverty of the people. Herein lies the basic necessity of the of the economic development of the poor villagers as well as the poverty-stricken villages; and it is the interest of satisfying the necessity that the micro credit system and the poverty alleviation programmes are urgently required that may help a lot in the process of the economic development and the progress of the nation, indeed.

### **Micro Credit and Poverty Alleviation**

The system of microcredit is essentially a great weapon to fight the detrimental demon of poverty. Generally microcredit is a kind of credit in micro form, i.e. in small figure mainly from organized sector, may it be either public or private. In fact, the arrangement to give a limited amount of loan of money to the poor people at the lower to the lowest rate of interest to help them utilize their skills and efficiency and maintain their small business, small scale industry, agricultural works, animal husbandry work, family work and so on so that they can put a halt to their present financial crisis and can try to improve condition, is called micro credit system.

In short, micro credit is a kind of loan from the organized sectors – public and private – to the poor people, especially to those who are badly affected by poverty at a very nominal and simple interest. Obviously this kind of loans may serve as a means to temporarily solve the economic hardship of the borrowers and to enable them to continue, to utilize their skills and thereby to alleviate, at least for the time being, their poverty and to assist them in maintaining their financial works, profession and business. Muhammad Yunus thus highly believes, Microcredit “is based on the premise that the poor have skills which remain unutilized or underutilized. It is definitely not the lack of skills which make poor people poor. ... Charity is not the answer to poverty. It only helps poverty to continue. It creates dependency and takes away the individual’s initiative to break through the wall of poverty. Unleashing of energy and creativity in each human being is the answer to poverty”. Herein lies, we do sincerely believe, the basic necessity of microcredit system, as it helps the poor people utilize their skills and make a challenge to poverty.

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## **Credit System and the Poverty of the Rural People in India**

India is basically a country with huge village areas and the people of these areas are very poor and suffer a lot from poverty. Due to their immense poverty it becomes very difficult for the villagers to fulfill their basic needs and even to lead a very ordinary life. This is why they are often forced to borrow money primarily from rural mahajans, usurers and propertied rich and thereby they become the very victims of financial exploitation. As they have no necessary earnings of their own, they have no other alternative but to borrow money to lead their life and to maintain their families. As a result credit becomes a very common phenomenon to the life of the rural poor.

### **Types of Rural Credit in India**

The poor people of the Indian villages borrow money at their financial necessities from rural mahajans, businessmen, moneylenders and their agents, usurers and even from their near relatives also. This credit of the rural people is of two types, namely (1) Productive and (2) Unproductive. Productive credit is such as credit that generates income and profit. Mainly the credits in agriculture, handicraft industry, small-scale industry etc. are productive credit in as much as these credits generate services and earn profit and are subject to be repaid.

But unproductive credit, on the other hand, is one that generates no services and creates no further income and profit and is thus subject to mere loss and wastage. The rural people, especially the poor farmers, due to their utter financial crisis, are very often forced to borrow unproductive credit mainly for meeting up two requirements, namely

1. For repaying the previous loan or paying just the interest of the earlier loan and
2. For observing social virtual and customs like rice-taking ceremony of the child, sacred-thread taking ceremony, marriage ceremony and so on.

### **Mahajani Credit and the Ill Luck of the Villagers**

Needless to say that as the unproductive credit creates no income; there is little or no scope of repaying the credit. Besides the unproductive credit brings only loss after loss and ill luck to the poor villagers and generates no further income, they just misuse the money collected as credit from the mahajans, users and the local money lenders. In fact, the poor people require a lot of money to meet up the immense hunger of the large number of their family members as well as to maintain their big families. De Castro, a renowned writer, in his famous book *Geography of Hunger* shows that the fertility of the hungry people is comparatively higher and they have more physical capability to give birth to children. Consequently the family of the poor hungry people is larger and their wants are obviously higher. This is why they necessitate more and more money to feed the family members and to maintain their families and are impelled to take to loan from the mahajans and local money lenders and thereby they become the very victims of the mahajani exploitation.

### **Mahajani Exploitation and its Terrible Nature**

In fact, having no organized credit system or recognized or recognized credit society or institution, the poor villagers, mainly the wretched farmers, are forced to take the loan primarily from the rural mahajans, who taking the advantage of the poverty of the people, collect high rate of interest of the money they give to them (i.e. to the poor people) as loan. In this way, the mahajans establish their overwhelming dominance over the borrowers and impose their control over them and they often buy the crops from the loanee farmers at a very nominal price and even buy the lands of the farmers at an abnormally low price.

### **Gigantic Figure of Mahajani Loan in India and an Official Report**

In India, the condition of the loan – taking rural people is, really speaking, very deplorable and they are always under immense pressure imposed by the mahajan and money lenders. According to the report of the All India Rural Credit Survey Committee (1951-1952), Indian farmers used to require 750 crores of rupees per year, out of which only one percent (1%) was supplied by the Bank, three percent (3%) by the Co operative Credit Societies and seventy percent (70%) by the local professional mahajans.

Moreover the Reserve Bank of India, in its All India Rural Debt and Investment Survey in 1961-62, had shown that on the 30<sup>th</sup> June of 1962, the amount of the total credit of the agricultural

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families in India rose to 2789 crores of rupees, out of which the credit of rupees 2380 crores, i.e., the 85.3% of the total was borrowed by 75% of rural agricultural families. And it is to be noted that the major portion of the said credit has been supplied by the agricultural mahajans, professional mahajans and local money-lending mahajans, while only ten percentage(10%) was supplied by the co-operative societies.

Regarding this imbalanced, inadequate and improper nature of the official agricultural credit, the All India Rural Credit Survey Committee (1951-52) has practically commented that "Today the agricultural credit that is supplied falls short of the right quantity, is not of the right type, does not serve the right purpose and by the criterion of need often fails to go to the people". Consequently due to the lack of official agricultural credit in adequate amount, the farmers are forced to borrow money from the mahajans, money lenders and their agents at quite a higher rate of interest and to face the very problem of existence as well as to court ultimate extinction.

### **Increasing Helplessness due to Mahajani Loan**

It is a truism that the mahajans, capitalizing the poverty of the poor farmers in favour of their economic gain, have been financially exploiting the farmers throughout the ages, just as Gurudeva Rabindranath Tagore says, "In this world he, who has enough, wants more./ The hands of the King steal the wealth of the penniless poor" (Tagore, 'Dui Bigha Jami,' Sanchayita). In fact, due to the financial extortion by the money lending mahajans, the farmers who take credit, suffer a lot. They have to repay the credit with high rate of interest even often by selling out their huts or houses and ultimately they become homeless and shelter less and are forced to come to the street to take shelter and live on with their family members. A tragic French proverb thus says, "Credit supports the farmer as the hangman's rope supports the hanged".

The inner meaning of the French proverb is that as the hangman's rope at the last resort helps the hanged person hang safely, similarly credit also helps the farmers carry on their life. In fact, as the hangman's rope is the last shelter to the hanged person, equally true it is that credit, especially the recurring credit is also the last support to the poor farmers, with which they seek to carry on their life. But both – the hangman's rope and the credit – are, in the last resort, equally suicidal indeed. In India the poor farmers and the rural people, while borrowing money from the mahajans and the money lenders, bring similar ill-luck to them and become the serious victims of financial exploitation and extortion by the mahajans.

### **Microcredit and Its Necessity**

It is in this context that the agricultural loan, especially the rural credit, instead of the personal loan from the mahajans, the usurers and the local money lenders, is of practical necessity to the rural people to support their living, generate services and earn income. In fact, rural credit from the official co-operatives, co-operative societies, institutions and banks at the village level can really help the rural people a lot make their fate improved and enriched. Microcredit can thus really generate, among the rural poor, services, create income and profit and thereby can actually change the deplorable plight of the economy of the villagers. This is why microcredit can practically break the wall of poverty of the poor villagers.

### **Nature of Microcredit**

Microcredit system is by nature such a financial arrangement that provides economic services to the poor people, especially to those belonging to the lower income groups and solidarity lending groups including consumers and the self-employed. The beneficiaries of the financial services are mainly those persons, who by tradition lack access to banking and related services. In fact, banking system is primarily meant for the moneyed persons, who make transaction of their money in the banks, while the microcredit system is out and out meant for the moneyless persons, who with the help of the financial services from the system, become able to maintain their financial works and thereby get acquainted with the preliminary arrangements of the banking system.

Really speaking, the microcredit system provides financial services to the millions of poor people who due to their immense poverty, are not subject to the service of the regular banks, as they are unable to offer sufficient collateral. In this way microcredit system, by its very nature, banks the unbankables and brings credit, savings and other essential financial services within the reach of the

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poor masses. In fact, the microcredit system is basically the first hand banking system to the millions of the poor people.

### **Microcredit as Banking to the Poor**

Quite needless to say that microcredit is, by its very nature, a service for the poor people, who are unemployed, entrepreneurs or farmers and are not bankable as well. They are not really bankable because of the lack of collateral, steady employment, income and a verifiable credit history. It is by giving financial services to the unbankable poor people that the microcredit system enables them to start their own entrepreneur or business and thereby sustain an income and very often start to grow up wealth and quit poverty as well. And it is in this sphere that microcredit really works as microfinance, which gives the unbankable poor people more available choices and opportunities regarding their financial works with a reduced risk.

### **Microcredit and Its Agencies**

In India there are a few governmental agencies of microfinance or rural credit like the Reserve Bank of India, the State Co-operative Banks, the State Co-operative Societies, the Central Co-operative Societies, the National Bank for Agriculture and Rural Development (NABARD), the Land Mortgage Bank, the Regional Rural Bank and so on. The Reserve Bank of India gives loan to the State Co-operative Banks and the Co-operative Societies. They give loan to the Central co-operative Banks and Societies, which, in turn, give loan to the Rural Primary Co-operative Societies. And these Rural Primary Co-operative Societies give loan/ credit to the poor villagers. The Reserve Bank of India not only gives loan to the credit societies and banks, but it also supervises the functions of the societies and banks and thereby it plays a very significant role in the field of rural credit as well as in the arena of rural development.

### **The Role of Microcredit in the Alleviation of Poverty**

Microcredit in the form microfinance, giving financial services to the unbankable poor, plays a very important role in eradicating poverty, at least in challenging it. It is by giving financial co-operation to the poor people that it unleashes energy and creativity in them. In fact, microfinance becomes of much utility to those poor persons who are ready to work in growing economies and who can undertake activities that generate weekly stable income. In this respect microcredit makes those poor people having entrepreneurial capability and possibility, really active in maintaining and sustaining their own business and entrepreneurs and thereby in creating profit and wealth and generating growing income. It is from this perspective that microcredit becomes another name for self-employment.

Now-a-days microcredit serves as the basic source of entrepreneurship. The people having entrepreneurial capability get really benefitted from the financial assistance provided by the microcredit system; because with the assistance they can start and maintain their business, continue their entrepreneurship, make profit and sustain growing earning. Hence microcredit system plays the role of the traditional banking industry to the unbankable poor and gives them financial services to enable them to maintain financial growth and products. It therefore helps them expand their business and entrepreneurship, intensifies growth, increase income, become business-owners and make a strong challenge to poverty. Practically speaking, the poor entrepreneurial people, getting the help of microfinance, can sustain a stable income, build assets, increase food security, spend money for the purpose of children's education and can lead a sound life. Microcredit thus acts as an agency for financially empowering the poor but ambitious and entrepreneurial people. This is why microcredit in the form of microfinance helps a lot in fighting the multidimensional aspects of poverty.

In recent years microcredit has been playing a very prominent role in giving the women more socio-economic status even in our male dominated society. The microcredit institutions have become more and more interested to give microfinance to the women in as much as the women, as the experience and records show, can actually make use of borrowed money and thus generate income from it and thereby they have been capable of providing financial help to their families more effectively and repay their loans more or less in time. This is why the women, in the eyes of the microcredit institutions, are the safe party and less risk zone in the field of microfinance.

In fact, women are by nature more responsible to their families, more committed to the

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family-members and emotionally more attached to their children. They therefore seek, at their level best, to make use of the borrowed money properly and thereby to create more employment and earn money. And it is by extending microfinance to them that the microcredit institutions like the State Co-operatives, the Central Co-operatives, the Co-operative Societies etc. have sought to give them higher economic capability and thereby enhanced the socio-economic dignity of the women in our society. It is a magnificent achievement of the microcredit system, no doubt.

### **Microcredit and the Development of the Rural Society :**

Quite needless to mention that microcredit system as a modernized form of rural credit is a planned programme of providing financial help to the unbankable poor of the villages. This programme as an arrangement of monetary loan provides to the rural poor the very opportunity to invest the credit in self-employment and to create services like agricultural works small scale industries, cottage industries and so on. In this way microcredit helps much in the generation of works, creation of income and profit and in the gradual removal of poverty of the poor villagers and their villages well. It is because of this enormous prospect of microcredit in the field of poverty alleviation that Mr. Muhammad Yunus, a Notable economist from Bangladesh, has expanded with full vigour and vivacity, the concept of microcredit all over Bangladesh and his attempt in this direction has been highly popular throughout Bangladesh and greatly acclaimed all the world over and has thus achieved universal recognition. In order to mark his deep dedication to the propagation of microcredit provision, the Swedish Noble Prize Committee has glaringly honoured him (Mr. Yunus) with the Noble Peace Prize. This is why it is to be sincerely admitted that microcredit system really plays a very positive and progressive role in the alleviation of the rural poverty and in the development of the rural society as well. It is really interesting to mention that microcredit as a basic means of rural development has of late been playing a significant role in the field of agriculture. It is in this respect that the provision for Krishan Credit Card requires especial mention. Recently the very Card is being issued to the farmers to take credit in order to continue their agricultural works as well to generate income. It has factually created positive impact on the promotion of agriculture and the improvement of the economic condition of the poor farmers as well. In this way microcredit system has helped a lot in the development of the rural society, based on agriculture and rural farming.

Another great impact of the microcredit system is that it has organized Self-help groups in the villages. The members of these groups are given microcredit to work together and create services as well as to generate joint income and profit. In fact, the co-operative members of these coordinated Self-help groups seek to utilize the microcredit with their joint reasonability and joint efforts and they also work jointly with their utmost capability and energy. Consequently they bear the fruit of their joint venture and generate more or less expected amount of income and earn the targeted profit. This is why the rural Self-help groups as the offshoot of the microcredit system, have been heavily engaged in the recent times in the field of creation of employment in the rural areas and also in the generation of income and profit. In this way the rural Self-help groups, assisted by the microcredit system with microfinance, have been sincerely seeking to remove poverty of their members and to improve the financial condition of the rural society. It is an important aspect of the microcredit system.

Another important aspect of microcredit system is that it often waives interest to the credit, taken by the poor people, in order to help them financially and to encourage them as well to carry on their income generating works. In fact, with a view to boosting the poor credit holders to continue their services and generate income and profit, the authority of the microcredit agency offers to them incentives in the form of waiver of interest to their credit. Both the Central Government and the State Governments and their financial authorities and the authorities of the Co-operative Societies and those of the different Banks often declare exemption of interest to the credit of the credit- holders in order to inspire them to continuously engage themselves in their financial works and to generate income and thereby to help them meet up their economic problems. In fact, the government authorities often waive the interest to the microcredit of those credit-holders who are serious and sincere in their works – the works of agriculture, handicrafts, small and cottage industries and so on – and are really energetic and active in utilizing their credit properly. This waiver of interest on the part of the government, governmental agencies and Co-operative authorities to the credit of the microcredit-holders is no doubt an encouraging and inspiring one to the poor people to stand on their own footings financially as well as to become economically self-sufficient. It is in this way that microcredit system

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becomes really essential for the gradual removal of poverty of the poor people of the villages and also for the gradual improvement of their deplorable economy and thereby it paves the true way for the overall development of the rural society, no doubt.

### **Our Belief**

So we find that the microcredit system, if properly actualized, helps a lot in the alleviation of poverty of the poor people of the villages and also in the economic upliftment of their wretched economic condition. In fact, if the financial wretchedness of the poor people of the villages is really removed with the help of microcredit and microfinance, the programme of the alleviation of the rural society is sure to be a successful one. Practically speaking, if the provision for microcredit actually becomes capable of encouraging the rural poor to generate financial services in the field of agriculture, small scale industry, handicraft industry and so on and to seriously carry on the services and thereby if it enables them sufficiently to create income and profit and earn money and change their economic ill-luck, the very provision, we are sure, will be able to remove the deep rooted poverty of the rural poor and to improve the economy of the rural society as well. We can thus really hope for the bright future of the village life with the sunny rays of microcredit. Let's hope for the better.

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**THE HUNGRY TIDE : A STORY OF BORDERS AND MARGINS****Md. Monirul Islam****Assistant Professor, Department of English, Asannagar Madan Mohan Tarkalankar College,  
Nadia, West Bengal, Email : mi.moni23@gmail.com****ABSTRACT**

Amitav Ghosh's novel *The Hungry Tide* seems to be structured around two motifs: the border and the margin. The borders in the novel are not only the national 'shadow lines' created during the partition, but there are intra-national borders, the social boundaries, and finally the environmental border—the border between man and nature. A little investigation reveals that the creation of these borders lead to the creation of margins or to the marginalization of certain people. This paper is an attempt to read *The Hungry Tide* as a narrative that explores the interrelation between margins and borders, and how it is interconnected to the contemporary debate on anthropocentrism and Third World environmentalism.

**Key Words :** Partition; Refugee; Margin; Border; Environment.

In his novels and writings Amitav Ghosh shows the colonial experience as generator of an acute sense of inferiority and rootlessness engendered by the intellectual slavery under the conditions of political and economic domination. More importantly, he constantly hints that national descriptions are redundant as cultural rooting is impermanent and characterized by a continuous flux. Consequently, the trauma of an uprooted protagonist or a group of people comes to be chronicled in his novels as well as in his essays. In other words, in his fictions as well as in his non-fictions people living on the margins are portrayed struggling for survival, in its various manifestations. In *At Large* in Burma Ghosh explores the problem of the ethnic minority being marginalized during the Burmese Civil War through the Indian migrant Mohinder Singh. In *The Glass Palace* it is the subaltern agency and its presence or absence that becomes the central focus.

In Ghosh's writings, like many of the post colonial novelists, the issue of 'elite historiography' and how it silences the 'subaltern' voices is raised by Ghosh. In his novels the 'elite historiography' is not only questioned but he continuously attempts to recover the buried narratives of the subaltern people. In *The Hungry Tide* the recovery of the packet of papers where Nirmal records the events at Marichjhapi becomes a metaphor for what Ghosh tries to do in his novels. In most of his novels, it is the creation of social or political border is shown as the causes the marginality. However, in *The Hungry Tide* there is an added dimension as the issue of socio-political marginality is interconnected to the environmental concerns. The issue of human battle for survival is connected to the thoughts of preservation of nature.

The novel is set in the Sundarbans, which is an archipelago of thousands of islands, many of them sandbanks, dominated by mangroves. The area forms a part of West Bengal as well as of Bangladesh. In this 'tide country' is told the story of an Indian-American cytologist Piya Roy and her relationship with Kanai, the well-educated business man, and Fakir, an unlettered fisherman whose life is synonymous with the waters of the Sundarbans. Ghosh in an interview said that "*The Hungry Tide* is at bottom a story about a relationship between a girl and two men"(readersvoice.com). However, there is another story embedded in the fabric of the novel: the story of Kusum, Horen, and Nirmal. The two stories taken together the novel becomes a narrative of margins and borders.

The central figures in the novel are all displaced people living on the margins of society: Nirmal, a leftist radical forced to recede to the Sundarbans as his very life was in danger in his home city, Calcutta. He is a political marginal. Nirmal's wife, Nilima is forced to accompany her husband to the wild for emotional reasons. Piya comes to research on the Dolphins from far away America. Hers is, of course, a case of intentional migration. Kanai, a Delhi based businessman very unwillingly comes here for the notes left behind for him by Nirmal and in his notes Nirmal has left the history of another group of rootless marginal people, the refugees of Marichjhapi. These people are also political marginals. My discussion primarily has in focus this story/history left behind by Nirmal in which he is actively involved.

The problem of 'refugee' in the Indian subcontinent was the direct result of the partition. The ideal of unified national identity was deliberately broken by the vilest form of communal politics



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producing a fractured nation with fractured national identity. Suddenly, large scale of people became homeless in their own home. The communal violence that preceded and followed the partition, together with some other causes, led to one of the worst form of migration in world history. The inflow of the people into west Bengal from the East Bengal took place in several phases. In the first phase before and after the partition the landed gentry, the upper caste Hindus came to India and got themselves well positioned in West Bengal with their socio-political influence. Then in the second phase the socially marginalized lower caste Hindus who formed a part of the East Bengal Namsudra Movement began to flow in and it is these people who became the cause of concern for the Indian Government. The people of Marichjhapi, of course, belong to this group.

Ross Mallick in his article “Refugee Resettlement in Forest Reserves: West Bengal Policy Reversal and the Marichjhapi Massacre” traces the problem of the people of Marichjhapi long back in the history of the class and caste struggle in Bengal that led to the formation of East Bengal Namsudra Movement in the colonial period. In this movement the Muslims and the Untouchables (i.e. Namsudras) were political allies in their opposition to the Hindu-landlord dominated Bengal Congress Party. As a result of the political mobilization of the Untouchables in alliance with Muslims, the Bengal Congress was kept out of power from 1920s. This exclusion of the high caste Hindus from power eventually led Hindu landlords and ultimately the Congress party to press for partition of Bengal at independence so that they could control at least the western part of it. After the partition the untouchables lost their bargaining power as a swing in the vote bank between the high caste Hindus and Muslims and consequently, they became marginalized on both sides of the border. The displaced people of Marichjhapi, thus, have long history of marginalization. There is a gradual development of these people from social marginal to political marginal, but it should be kept in mind that the political marginality carried with it the earlier burden of social marginality of these people. The social border which caused their marginality merges with the national border and pushes them into the position marginality. In other words, the independence resulted in the formation of new borders, ‘the shadow lines’, which pushed the marginal lower class (and caste) people into further marginality.

These lower caste refugees who thronged the suburbs of Calcutta in the aftermath of the partition were seen by the government as a disarranged mass, a burden upon the state of West Bengal and on India. To relieve the burden upon the government of West Bengal the Government of India in the Rehabilitation Ministers’ Conference of 1956 decided that government relief would be given only to those ‘Bangladeshi’ refugees who agreed to resettle outside West Bengal. Subsequently, the Dandakaranya Development Authority (DDA) was established in 1958. DDA was responsible for developing an area of 78,000 square miles, known as Dandakaranya, in the Koraput and Kalahandi districts of Orissa, and the Bastar district of Madhya Pradesh. In fact, the Indian government created another border line, a boundary, for the refugees. This boundary was as artificial as was the partition. This resulted in the fact that of the thousands of refugees who were sent by the West Bengal Government to Dandakaranya in Madhya Pradesh in 1961 many of them found the place uninhabitable and left the place to return to West Bengal in 1978. Nearly thirty thousand of these people settled at Marichjhapi. If we look into the possible reasons of the East Bengal refugees coming back to Bengal (or to Marichjhapi in this case), we find that the historians have identified the cultural, the climatic, the linguistic differences to have been the main driving forces. The people of Bengal habituated to the plain and the water found themselves in the rocks and hills. They did not know how to make a living in this alien environment. The physical features of the area left the refugees psychologically broken and they sneaked in the Sundarbans to breathe in some fresh oxygen into their lives. (Marichjhapi, a documentary and Marichjhapi chhinna desh chhinna itihās).

This supposedly chaotic mass of people tries to build a community of their own at Morichjhāpi. In other words they also create a kind of boundary—a closed community in the small island. Nirmal on his first visit to the settlements is amazed at the acumen of these people in creating an order in the small island : They had set up their own government and taken a census—there were some thirty thousand people on the island already and there was space for many more. The island had been divided into five zones and each family of settlers had been given five acres of land. (HT 172)

They have created an imagined community with its own border but the border they have created clashes with the national border which the Indian nation neither recognize nor approve of. They have violated the government rules and the law of independent India not only by their unauthorised return to the island from Dandakaranya, but also by settling in an area which falls under

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the Sundarbans National Park and Tiger Reserve. It falls within an area demarcated by the government to be the habitation of non-humans. It was a necessary action on part of the government to safeguard the engendered species of the flora and fauna and of course, the tiger. Naturally, the government would not tolerate the illegal settlement of migrants who have violated forest law by settling at Morichjhāpi. Consequently, they must be evicted and sent back to Dandakaranya. This brings us to the issue of environmentalism and question of human sustenance.

For the people of the island going against the government is not a matter of basic human instinct, the desire to live. Their point of view is well expressed by Kusum in the novel. Kusum a simple village woman fails to understand the fact that trying to eke out a living by cultivating a wild space can be a crime:

... and our fault, our crime, was that we are just human beings , trying to live as human beings always have , from the water and the soil. No human being could think this a crime unless they have forgotten that this is how humans have always lived – by fishing by clearing land by planting the soil. (HT 262)

Kusum finds it unnatural that the authority should object to something so natural. The question that puzzles Kusum is also a puzzle to the whole third world. Ghosh seems to lead us to the problem with the whole concept of protecting the environment faced by the third world developing countries. Concept like 'deep ecology' believes in the fundamental interconnectedness of all life forms and natural features. It believes that anthropocentric thinking has alienated humans from their natural environment and caused them to exploit it. Now it is our task to protect it for further exploitation. But the question raised by Kusum is when the very survival of the man is in danger how can one think of protecting nature. The idea may be anthropocentric but it is true. Thus argument is made against deep ecology. This is based on the principle that Deep ecology works in the West because there are large tracts of wilderness and tracts of land unused by or unaffected by human use. Thus the idea to prevent environmental exploitation is closely bound up with the struggles for 'intra-human justice', to use Erika Cudworth's words.

This difference between the third world and the first world in their respective attitude towards protecting the environment becomes clear in the novel if we have a look at the character of Piya. She has come a long way from America to study the endangered species of Gangetic dolphins. Her survival is not in danger. So, she can think of studying the dolphins and thereby to try to design a map for their protection. Ghosh thus creates a binary model to bring forth the debate on environmentalism.

In *The Hungry Tide*, however, the reserve forest not only forms the intersection between the human and the natural world but the it becomes a political space where a battle is fought between what is natural and what is culturally constructed and controlled. The natural demand of the people is controlled by the political constructions, since the whole problem of Marichjhapi arises because of the artificial borderline between India and Bangladesh. It is the human creation of borders results in the problem. In other words, it is the colonial policy of divide and rule when emulated creates problems. It is interesting to quote what Tagore wrote regarding the origin modern divisive principles, including division between man and nature. Tagore wrote:

The civilization of the ancient Greece was nurtured within city walls. In fact all modern civilizations have their cradles of brick and mortar.

These walls leave their mark deep in the minds of men. They set up a principle of 'divide and rule', in our mental outlook, which begets in us the habit of securing all our conquests by fortifying them and separating them from one another. We divide nation and nation, knowledge, man and nature. It breeds in us a strong suspicion of whatever is beyond the barriers we have built, and everything has to fight hard for entrance into our recognition. (Sadhana 1).

The building of barriers and borders becomes responsible for the exploitation of man and nature, and this is necessarily, according to Tagore, a characteristic of Western civilization. In the Indian subcontinent 'civilization had its birth' in the forests and there was no man and nature division (Sadhana 2). Ramchandra Guha, one of the leading thinkers on Third World environmentalism has pointed out that the notions of development in the Third World countries are based on the Western models of modernity. Similarly, ecological ideas about conservation come from the West, and it ignores the ancient social and cultural practices of the local indigenous people. Through the Marichjhapi episode Ghosh seems to point to this concern in the Third World countries.

Thus, in the novel Ghosh not only highlights the issue injustice for a group of oppressed

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people but also questions the validity of applying the Western model of environmentalism in the Third World countries like India. By interconnecting the issue of partition, social and political marginality, and environmentalism Ghosh's novel becomes a critique of any form of exploitation, be it of man or of nature. In other words, *The Hungry Tide* becomes a story of borders and margins since the creation of the borders and the resultant marginality are preconditions for exploitation.

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## THE UNHEROIC HERO : BHOLA'S LUST AND HIS LIFE IN UPAMANYU CHATTERJEE'S NOVEL WEIGHT LOSS

**Srimay Sinha**

**Assistant Teacher, Fakirdanga High School, Fakirdanga, Nabadwip, West Bengal**

**Email : srimaysinha@gmail.com**

Bhola in Upamanyu Chatterjee's novel "Weight Loss" is a complex character comprising both the homoerotic and heterosexual desire. His taste is unlike others unconventional. He is often termed as perverted and having a distorted mentality. Bhola's existence is peopled with bizarre characters: the sadistic tyrant of a games teacher, Anthony; the child-care Titli, who draws the blood of her charges to sell it; her husband Moti, who doesn't mind sleeping with men for a price but wants to murder them for desiring his wife. Bhola has the hots for more or less every character on two legs, and fornicates with most of them. Bhola's life, from 11 to 38, is an exercise in shedding what is extraneous – weight, food, chores, relationships and, ultimately, the sap in his veins. The logic is complicated, the turn of events more rapid and confounding than a Quentin Tarantino film.

Bhola's body is emphasized from the beginning in the novel. When Miss Jeremiah slapped him in the social studies essay he had written, he cried, 'out of pain and rage'. Miss Jeremiah said that 'only girls cry. You aren't a girl, or are you!' Then the whole class shouted that Sir Anthony called him 'womanish'.

This 'womanish' Bhola in his school days was fascinated with his physical teacher Anthony. Even his childhood 'ridiculous' friend, Dosto's swimmer's body became an object of 'subtle envy'. Bhola behind him noticed the hideous contrast with the dollops of fat on his own body and saw his reflection become a distorted, watchful and depressed double image. It was Bhola's fetish to be attracted by the 'body' unlike him. He is from the beginning under survey. His programme of weight loss thought, structured and expanded, however, lasted for two days. He always had this idea of losing weight but his 'desire' comes in between. Bhola's lust for Anthony had not disappeared; instead it had been complemented, given a certain depth to him analyzing himself, remarked that his physical longing for Anthony or one of his sort- a bus conductor or an itinerant ear-cleaner-was strongest when he himself was in blue or black mood. Even in class he gazed at Miss Jeremiah's knees and thighs and his scull swelled with lust, 'Look at me' Chatterjee wrote 'he would scream silently, show me, let me lick'.

It is in this bizarre and sexual world Bhola dreamt of the characters surrounded him. Even the Sadhu who had been both 'sexy and scary' joined the circus that had been performing nonstop in Bhola's head for the last several years. Its lead performers included Gopinath the cook, Anthony, Jeremiah, a couple of others and sometimes even Dosto in his swimming costume. All that "Weight Loss" explores is sexuality and its manifold manifestations through the experiences and fantasies of Bhola. It blatantly discusses sex. His 'desire' to have sex with the lower class people both men and women lead him to his self-destruction. Gopinath is one character which explores Bhola's cherished mentality as well as his thirst for sex. Bhola's attitude towards Gopinath is clearly sexual and this terrible bite leaves him nowhere except when he was tugging Gopinath's pyajama strings while he was sleeping. Chatterjee wrote:

He first pulled the wrong string, then the right string the wrong way and actually added another knot which he then tightened by yanking vigorously at both strings. He wanted to snip them open and then plunge the scissors deep into the full abdomen. Not caring whether the cook awoke, he crouched over his waist and tore at the strings with his teeth. (p. 29)

This sadistic nature of Bhola is projected throughout the text. One may wonder if Bhola is a sex maniac when he smirks wryly at the plight of the poor couple (a vegetable seller and her husband) who satisfy his sexual pangs, when his perverted mind has a fixation for the landlady, when he has an eye on the family cook, and when he fantasizes about his sports teacher. Bhola does not show any preferences when it comes to sex. He is equally forthcoming and blunt in all his relationships and does not get emotionally attached to anyone. So the story or the characters do not move the readers. His desire and his body becomes a mere representation of several others. Then why is Upamanyu Chatterjee creating such a sex maniac. Before writing this novel Chatterjee stated that he wanted to write a pornographic novel. : "Weight Loss" is probably is that novel. However, this is not merely a

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pornographic novel. Chatterjee created a world where positivity is out of reach. In such a world if a protagonist is represented he must be like Bhola with full of lust for everyone. Chatterjee explained:

At the age of fifteen, Bhola in the kitchen at home on a Saturday morning bemoaned his stepmother's strategy of never hiring any sexy servants. His entire life was to be a quest for sex on tap and on payment with females and males of the lower orders. (p. 38)

Mary Mackintosh argues that society constructed itself as pure and safe by labeling some persons as 'deviant' and 'criminal'. The label was thus a form of social control that assumed some people were naturally deviant. Mackintosh continued that homosexual must be playing a social role rather than having a condition. The homosexual has to then be predominantly homosexual in his behavior, attitudes and feelings. People expect him to be effeminate. Thus, these social expectations will affect even the self conception of the homosexual individual. However, Bhola is not only a homosexual; he is bisexual and possessed a bizarre test. He is 'womanish' in nature but keeps his interest both in male and female. While he was looking to the vegetable vendor in his locality, his eyes measured sexually both the vegetable vendor and his wife similarly. He wanted to lick the sweat out of the wife's cleavage, wondered how many dozens were fucking her and then felt dizzy when he thought of the moist heat in her loins.

Bhola himself wanted to get away from his acquaintance. He wanted to be on his own 'to lead a life of social and sexual anarchy, if possible driven principally by lust.' (p. 95) Jeffrey Weeks argued that sex, as an act attains meaning in social relations. We make choices about sexuality by understanding its social and political contexts. Weeks asked us to move away from a moralistic approach to sex, treating it as good or bad, to look at the power relations that situate these acts, to see how coercive forces in society limit the possibilities of choices, autonomy and pleasure. For Bhola, therefore this power relations act in different way. He had his choices in contrast his own body. Chatterjee at one point describes:

Bhola loved Moti's nakedness. He didn't have a centimeter of fat on his body. His was the slimness of malnourishment. His stomach sank inwards, his hips were wide, flat and high, and his thighs wiry, brown and hairless. Bhola would have loved to have a body like Moti's.

Thus it is not only his obsession towards sex Bhola is attracted towards figures, he also had panache of straight male body. This idea of Bhola's liking is shattered when the writer asked us to go through his second choice of fat Titli. Bhola's entire pocket money was spent for Moti and Titli. Rana Dasgupta in one of his review correctly notes that Bhola's dogged sexual pursuit of these two people takes over the rest of his life and leads him deeper into middle-class failure: education, career, family relationships, marriage and fatherhood are all compromised. As he progressively degrades himself, pudgy Bhola becomes increasingly obsessed by "weight loss", a dream of becoming slim, but also of shedding all excess in his life, and becoming pure. But it is clear that the fantasy of purity will always remain otherworldly, because in truth it is a fantasy of death:

He would sink into the scalding morass and then burn, burn; he would at last emerge in life, pale, whittled down to the bone, thin and light, bleached of all desire. (p. 95)

G. J. V. Prasad noticed that as our ever-growing population, and the increasing number of cases of molestations and rapes, and the shocking number of HIV positive people, and our record in trafficking and child prostitution, and our venerable Khushwant Singh testify, sex is always present in the mind and motivates many of the actions of the average Indian male of any age. Yet, sex is taboo in this land of the Kamasutra, the moral police is everywhere and is made up of the very men who will do anything for a piece of the 'evil' and 'sick' action, made so as a result of their public prudery and posturing. So millions and millions of Indians indulge in acts that they consider corrupt and degrading, living out snatches of sexual fantasies on the suspecting and unsuspecting. Upamanyu Chatterjee has always asked uncomfortable questions and here is the one he asks time and again – how do we live with ourselves in this country? Weight Loss is about obsession and the main character, whose obsessions it maps, is called Bhola, the innocent. Bhola is ruled by his sexual urge, for men as well as women (and if circumstances had permitted he might have tried other outlets as well, like the cattle he is told village boys lose their virginity too), and constructs his entire life around his obsession for Titli, a vegetable vendor, her husband Moti, and assorted other characters like his landlady, Mrs. Manchanda. Bhola follows the path of "sexual and spiritual degradation" that the subtitle of the novel promises. The novel begins with school where Bhola's obsession with his Physical Education teacher, Anthony, is the stuff of sado-masochist fantasy. While others have

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graduated to obsessing with their women teachers, Bhola and his friend, Dosto (named after the unspellable Russian author but obviously a short cut to name a friend of the protagonist—‘Dosto to aisa’), lust for men mainly, with Dosto in love with his driver and Bhola doing everything to get punished by Anthony, to touch him as roughly as the teacher deals with him. This observation practically is by every critic and reviewer. It is perhaps because of this unquenching thirst for sex and his desire Bhola had to slit his wrist at the age of 37. Bhola, between the ages of eighteen and thirty seven, when he died, had just eight sexual partners, four males and four females. Chatterjee sarcastically wrote:

When he reviewed his life while bleeding to death in The Calm Centre that Anin and Dosto had created, it pleased him that he had maintained a balance between genders in his choice of lovers. (p.154)

Bhola was a good student, proved later when he stood fourth in private examination. He also married to a girl, finally, named Kamala. They had a baby. Despite all these facts his life became awkward. In 1992, first of October he had been separated from his wife and child. ‘Living alone was simpler and emptier’ (p. 369). His friend, only friend Dosto died. However, after time passed, Titli, though looked 60 at her 40, was the object of lust for Bhola: “He pushed his hand underneath her kurta, stroked the cleft of her buttocks and then gently began to pump her anus” (p. 391).

Chatterjee's writing, reviewed Chitrolekha Basu, has gone from being sophomoric to soporific. And this is no balmy prose that gently lulls one to sleep: the violence in this book is so morbid and nerve-racking, the coupling of kinky sex and mystical Hindu philosophy so bizarre, that the reader might want to crash out from sheer exhaustion. Page after page of unbridled libido, in which men, women, children and cattle indiscriminately partner one another, is packaged with references to pre-Christian Indian texts and spiritual teaching tools. There are celebrated examples of authors writing about sexual oddities with great panache, but Chatterjee's attempt completely lacks aesthetic content. The graphic detailing is so clinical, and presented in such random excess, that there's neither passion nor soul in the sex scenes. After all these Bhola's life and its exposition lead him to his destruction. It was his blind obsession to sex and lower class male and female made him a bizarre hero in a bizarre world.

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## ATTITUDE AND AWARENESS TOWARDS HUMAN RIGHTS AMONG THE CHILD LABOURER WORKING IN UNORGANIZED SECTOR IN LAKHIMPUR DISTRICTS – A STUDY

**Dr. Jahnabee Lahkar Boruah**

**Assistant Professor, Department of Education, Lakhimpur Kendriya Mahavidyalaya,  
North Lakhimpur, Assam**

### ABSTRACT

In this present study an attempt is made to study the attitude and awareness level towards Human Rights Education among the child labourer working in unorganized sector in Lakhimpur Districts of Assam. A sample of 50 child labour on the basis of sex, age and speaking language category was selected randomly from different categories of occupations, namely hotel workers, domestic servants, shop workers, mechanics (cars and scooters repairing) and handymen. A likert type scale and two of the questionnaire was administered to collect the data. The data were pooled together and subjected to statistical analysis. Mean Standard Deviation, t-value and percentages were used to find out the result. The findings of the study clearly indicated a significant difference between attitude and awareness level towards human rights. The main reason for engaging them (the children) to work was poverty and socio-economic conditions because most of the families belonged to low income group for which it is difficult for them to meet their basic needs. This study also suggests some measures in this regard.

**Key Words :** Attitude, Awareness, Child labour, Human Rights, Sex, Age, Speaking language.

### Introduction

The term ‘child labour’ means ‘working child’ or ‘employed child’. ‘Child labour’ is any work done by child for profit. ‘Child labour’ is a derogatory term which translates into child exploitation and inhumanity according to sociologists, development workers, medical professionals and educationists. They have identified child labour as harmful and hazardous to the child’s development needs, both mental and physical. Child labour is done by any working child who is under the age specified by law. The word, “work” means full time commercial work to sustain self or add to the family income. Child labour is a hazard to a Child’s mental, physical, social, educational, emotional and spiritual development. Broadly any child who is employed in activities to feed self and family is being subjected to “child labour”. In poor countries some children are helping hands for their parents or are employed in factories, commercial organizations or households with the consent of the parents.

Child labour is a very complicated development issue, effecting human society all over the world. It is a matter of grave concern that children are not receiving the education and leisure which is important for their growing years, because they are sucked into commercial and labourious activities which is meant for people beyond their years. According to the statistics given by ILO and other official agencies 73 million children between 10 to 14 years of age are employed in economic activities all over the world. The figure translates into 13.2% of all children in between 10 to 14 being subjected to child labour. It has been researched and proved that the brain of the child develops till the age of ten (10), muscles till the age of seventeen (17) and his lungs till the age of (14) fourteen. To be specific, any activities which acts as a hazards for the natural human growth and development and termed-‘child labour’. It is estimated that there are 60 to 115 million working children in India- which was the highest in 1996 according to human rights watch.

### Affecting Factors in Child Labour

It has been observed and repeatedly stated in recent times that ‘child labour’ does not remain a mere means of economic exploitation but has become a necessity due to the economic needs of the parents and the child himself. Professor Gangrade has iterated that child labour is also caused by different factors like social traditions, family attitude, customs, and dearth of schools or parental

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reluctance to send children to school, industrialization, urbanization, migration etc. It has been observed in India and other countries, that the practice of 'child labour' is a socio-economic problem. Many appalling realities like poverty, over population, unemployment, low wages, illiterate and ignorant parents, social prejudices, regressive traditions, poor standard of living, backwardness, superstition, low status of women have combined to give birth to the terrible practice of child labour. To counter the real situation called child labour and save little humans from abuse at a tender age, the government should be compelled to provide compulsory and free education to all children up to the age of fourteen years.

### **Child Labour and its Policies in India**

Child labour in India is a human right issue for the whole world. It is a serious and extensive problem. According to the statistics given by Indian government there are 20 million child labourers in the country, while other agencies claim that it is 50 million. The situation of child labourers in India is desperate. Children work for eight hours at a stretch with only a small break for meals. The meals are also frugal and the children are ill nourished. Most of the migrant children, who cannot go home, sleep at their work place, which is very bad for their health and development. Seventy five (75%) percent of Indian population still resides in rural areas and are very poor. Children in rural families who are ailing with poverty perceive their children as an income generating resource to supplement the family income. Parents sacrifice their children's education to the growing needs of their younger siblings in such families and view them as wage earners for the entire clan. Child labour is a conspicuous problem in India. Its prevalence is evident in the child work participation rate, which is more than that of other developing countries.

There are specific clauses in the draft of Indian constitution dated 26th January 1950, about the child labour policy in India. These are conveyed through different articles in the Fundamental rights and the Directive Principles of the State Policy. They lay down four specific policy rules regarding child labour.

- 1) **Article 14** : No child below the age of fourteen shall be employed to work in any factory or mine or engaged in any other hazardous employment.
- 2) **Article 39 (e)** : The state shall direct its policy towards securing that the health and strength of workers, men and women and the tender age of children are not abused and that they are not forced by economic necessity to enter vocations unsuited to their age and strength.
- 3) **Article 39 (f)** : Children shall be given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth shall be protected against moral and material abandonment.
- 4) **Article 45** : The state shall endeavor to provide within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years.

The main legislative measures at the national level are, The Child Labour Prohibition and Regulation Act -1986 and The Factories Act -1948. The first act was categorical in prohibiting the employment of children below fourteen years of age, and identified 57 processes and 13 occupations which were considered dangerous to the health and lives of children. The details of these occupations and processes are listed in the schedule to the said Act. The factories act again prohibits the employment of children less than fourteen years of age. However an adolescent aged between 15 and 18 can be recruited for factory employment only after securing a fitness certificate from a medical doctor who is authorized. The Act proceeds to prescribe only four an hour's work period per day for children between 14 and 18 years. Children are also not allowed to work in night shifts.

### **The Fight against Child Labour : A Timeline**

Eliminating child labour is an essential element in the ILO's (International Labour Organization) goal of "Decent Work for All". The ILO tackles child labour not as an isolated issue but as an integral part of national efforts for economic and social development.

**1919** : The first International Labour Conference adopts the first international Convention against child labour, the Minimum Age (Industry) Convention (No. 5).

**1930** : Adoption of the first Forced Labour Convention (No. 29).

**1973** : Adoption of the Minimum Age Convention (No. 138).



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**1992 :** The ILO establishes the International Programme on the Elimination of Child Labour (IPEC).

**1996 :** Stockholm Declaration and Agenda for Action: The elaboration of the principle that a crime against a child in one place is a crime anywhere. The ILO codifies this into an international standard by developing a convention three years later which spells out the role of enforcement and penalties.

**1998 :** Origin of Global March Against Child Labour

**1998 :** Adoption of the ILO Declaration on Fundamental Principles and Rights at Work: Freedom of association, abolition of forced labour, end of discrimination in the workplace and elimination of child labour. All ILO member States pledge to uphold and promote these principles.

**1999 :** Adoption of the ILO's Worst Forms of Child Labour Convention (No. 182). Focused world attention on the need to take immediate action to eradicate those forms of child labour that are hazardous and damaging to children's physical, mental or moral wellbeing. Convention 182 has been ratified by 9 out of 10 ILO member States while Convention 138 has been ratified by 4 out of 5 ILO Member States.

**2001 :** The first Time Bound Programmes on the implementation of Convention 182 and 138 are launched by three countries. Over 20 countries are currently implementing time bound programmes with ILO support.

**2002 :** The ILO publishes its first Global Report on Child Labour and establishes 12 June as World Day Against Child Labour. The Organization supports more than 80 countries in formulating their own programmes to combat child labour.

**2004 :** First ILO global study on the costs and benefits of eliminating child labour says that economic benefits would outweigh costs by nearly 6 to 1.

**2006 :** The ILO's second Global Report on Child Labour on child labour says that child labour is declining worldwide.

### **Rationale of the Study**

A child's rights are non-negotiable. All children are equally entitled to their rights without discrimination, regardless of their economic, social or biological background. Their need to work because of economic necessity, or other reasons, does not create a new children's "right" to work replacing their rights to education, play, and protection from economic exploitation. Forcing children to work for their own survival is society's refutation of their fundamental rights. We envision a society where all can act on their own behalf with dignity and freedom, recognizing that they have both the right and obligation to develop their full potential and to support the development of others. It has been observed that child labours are human being; and children rights are human rights. In human society there are fierce hatred, mutual jealousies, insensitiveness to higher values, preoccupation with slick game of power politics, the victory of primitive urges, criminality and distortion of the outlook which is sensitive to the sanctity of life and to the dignity and worth of individuals, the very condition that endanger any civilization and culture. The protection of human rights is very essential. It is the need of the hour that children should be made aware of the protection to human rights. Considering the facts the present paper intends to study attitude and awareness level of child labourer towards their rights and suggest some remedies for the same.

### **Objectives**

The following are the objectives of this paper:

1. To study the Attitude and Awareness level of the child labourer towards Human Rights.
2. To find out the difference between the sample grouped under the categories of – (a) Sex (Male-Female), (b) Age (9-11 yrs to 12-14 yrs) (c) Speaking languages (Assamese-Non-Assamese) in their Attitude level towards Human Rights.
3. To find out the difference between the sample grouped under the categories of – (a) Sex (Male-Female), (b) Age (9-11 yrs to 12-14 yrs) (c) Speaking languages (Assamese-Non-Assamese) in their Awareness level towards Human Rights.
4. To examine the influence of socio-economic condition and poverty for leading children into work.

### **Hypotheses**

1. There is no significant difference between the mean score of the sample grouped under the categories of (a) Sex (Male-Female), (b) Age (9-11 yrs to 12-14 yrs), (c) Speaking languages

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- (Assamese-Non-Assamese) in their Attitude level towards Human Rights.
2. There is no significant difference between the mean score of the sample grouped under the categories of (a) Sex (Male-Female), (b) Age (9-11 yrs to 12-14 yrs), (c) Speaking languages (Assamese-Non-Assamese) in their Awareness level towards Human Rights.
  3. There is no significant influence of socio-economic condition and poverty for leading children into work.

### Methodology

In view of the objectives of the present study, the investigator has adopted the 'Descriptive Survey Method' of educational research. The details are as follows:

- (i) **Study area :** The present study is undertaken in Assam, situated in the Himalayan foothills, the land of blue hills and red rivers with the area of 78,438 square kilometers and it represents 2.39 per cent of the total land area of the country. Assam is surrounded by international boundaries extending up to nearly 3200 km. It is divided into 27 districts, out of them; the investigator selected Lakhimpur district. The total area of Lakhimpur district is 2277 sq. km. And it is divided into 2261.26 and 15.74 sq. km. as rural and urban areas respectively. Total number of population of Lakhimpur district is 8,89,010.
- (ii) **Population and Sample :** The population of the present study consisted of 20 nos. of male and 30 nos. of female labour from Lakhimpur town. The Total of 50 samples were classified as, 12 nos. child labours in the age group of (9-11 yrs) and 38 in the age group of (12-14 yrs); 25 each from Assamese and Non Assamese language speaking group. The total sample of 50 child labours upto 14 years were taken from different categories of occupations, namely hotel workers, domestic servants, shop workers, mechanics (cars and scooters repairing) and handymen.
- (iii) **Tools :** (a) An attitude scale was developed and administered to the selected labourer. This is a Likert type five Point Scale. Responses range from Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and strongly Disagree (SD). The responses are given a weightage of 5, 4, 3, 2 and 1 respectively for the positive items and reverse, i.e. 1, 2, 3, 4 and 5 respectively for the negative statements. The total score is the summation of each item checked. The Scale consists of 20 items. The minimum score obtained can be 20 (20×1), and the maximum can be 100(20×5), other scores ranging in between these limits. (b) A 20 item questionnaire was prepared and administered to seek the information about the awareness level of child labourers towards human rights. Each question item carries 1 (one) marks. There are two sections of questions; A (multiple choices) & B (true/false) consists of 10 items respectively. The range of score is 0-20. (c) A questionnaire consists of 10 question items (close form) for seeking information about their socio-economic status and the reason behind their works.
- (iv) **Data Collection :** The scale and the questionnaires were handed over to the sample group to fill up it on their own.
- (v) **Statistical Technique used in the Study :** The obtained data was pooled together and calculated Mean, Standard Deviation, t-value and Percentages to find out the attitude and awareness level of the sample group.
- (vi) **Delimitation of the Study :** It is not possible to cover and control all the factors in such a study. So, the investigator compelled to confine this study to some limited aspects only:
  1. The child labourers of 9-14 yrs in the town area of Lakhimpur District.
  2. A sample of 50 child labourers (Hindu, Muslim and Christian) from Lakhimpur District.
  3. The child labourers working in the Unorganized Sector, namely garage works, handymen, hotel workers, shop workers and helpers (house-hold).
  4. The variable like attitude and awareness level in relation to sex, age and speaking languages.
  5. The factors like socio-economic conditions and poverty.

### Results and Interpretation:

The investigator collected the data from a selected sample of 50 child labourers from the town area of Lakhimpur district. The pattern of analysis followed the requirements outlined in the statement of objectives and the hypotheses.

**Objective 1 :** To study the Attitude and Awareness level of the child labourer towards Human Rights.

**Table 1. Attitude and Awareness levels of sample groups towards Human Rights**

Variables	Maximum Score	N	Mean	SD
Attitude level	100	50	56.02	12.19
Awareness Level	20	50	9.26	2.266

Table 1 revealed that the mean value of attitude and awareness scores of child labour is 56.02 and 9.98 with a standard deviation of 12.19 and 2.917 respectively. This indicates that the attitude level of child labour in Lakhimpur district is high as it is more than 50 percent and the awareness level is less than 50 percent. This indicates that the attitude level of the sample group towards human rights is more than their awareness level. So it needs to take the situation seriously by the Government, Parents and NGO's. The child labourer were categorized mainly on the basis of sex, age and speaking languages, and the groups were compared to find out whether there exist any significant differences between them by employing 't'-test.

**Hypothesis 1 :** There is no significant difference between the mean score of the sample grouped under the categories of (a) Sex (Male-Female), (b) Age (9-11 yrs to 12-14 yrs) (c) Speaking languages (Assamese-Non-Assamese) in their Attitude level towards Human Rights.

**Table 2: Attitude Level of Sample Groups towards Human Rights**

Sl. No.	Categories	N	M	SD	Categories Compared	t-value	Significance Level
1.	Male	20	46.40	12.11	1 & 2	2.43	0.01
2.	Female	30	55.36	13.19			
3.	9 – 11 yrs	12	44.58	12.13	3 & 4	2.20	0.01
4.	12 – 14 yrs	38	54.60	12.53			
5.	Assamese speaking	25	55.32	14.04	5 & 6	1.917	0.05
6.	Non-Assamese speaking	25	48.24	11.976			

Table 2 reveals that the t-values computed for the mean differences between male and female (2.43), 9-11 yrs and 12-14 yrs of age (2.20) and Assamese speaking and Non-Assamese speaking children (1.917) are all significant (d.f.=48) at 0.01 and 0.05 level of confidence. The attitude level of female, the child labour of 12-14 yrs and Assamese speaking group are found to have higher mean scores, indicates that they have high and more or less same attitude level. The results indicate that there is significant difference between the sample groups in their attitude level towards human rights. Thus, the Hypotheses 1 (a), (b) and (c) stand rejected.

**Hypothesis 2 :** There is no significant difference between the mean score of the sample grouped under the categories of (a) Sex (Male-Female), (b) Age (9-11 yrs to 12-14 yrs) (c) Speaking languages (Assamese-Non-Assamese) in their Awareness level towards Human Rights.

**Table 3. Awareness Level of Sample Groups towards Human Rights**

Sl. No.	Categories	N	M	SD	Categories Compared	t-value	Significance level
1.	Male	20	10.5	3.069	1 & 2	1.029	N.S.
2.	Female	30	9.63	2.809			
3.	9-11 yrs	12	9.727	2.49	3 & 4	0.32	N.S.
4.	12-14 yrs	38	10.05	3.05			
5.	Assamese speaking	25	9.48	2.75	5 & 6	1.217	N.S.
6.	Non-Assamese speaking	25	10.48	3.04			

Table 3 reveals that the all t-values computed for the mean differences between the sample groups are not significant at any level of confidence. The attitude level of male, the child labour of 12-14 yrs and Non-Assamese speaking group are found to have higher mean scores, indicates that their awareness level is little higher than the female, 9-11 yrs age group and Assamese speaking group. The results indicate that there is significant difference between the sample groups in their awareness level towards human rights. Thus, the Hypotheses 2 (a), (b) and (c) stand retained.

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**Hypothesis 3 :** There is no significant influence of socio-economic condition and poverty for leading children into work.

A qualitative analysis was made pertaining to examine the influence of socio-economic condition and poverty for leading children into work. Percentage of scores for each question items was calculated and result is made based on the total score.

It is revealed that about 56% (28) child workers were Hindus (Assamese, Nepali, Bodo and Hazong) 30% (15) Muslims and only 14% (7) were Christian (Tea-tribes). About 40% (20), child workers were garage works and handymen; 16% (8) hotel workers and 12% (6) shop workers and 32% (16) were helpers (house-hold). The study showed that 41.6% (21) children worked for 10-12 hours per day, 38% (19) for more than 12 hours per day and 20% (10) worked between 8-10 hours per day. Approximately 28.2% (14) children received occasional allowances, 34.5% (17) received first aid when needed, and 37.3% (19) got free food. Most of the child workers 41.4% (20) had 3-5 members in the family, 36% (18) had 5-7 members in their family and 24% (12) had 7 or more members. Most of the families {76%, (38)} earned between Rs.1000-1500 per month which was the main cause for the child labours. About 50% (25) child workers felt that their salary was good whereas the rest felt it was average. Majority of the child worker 87% (43) had studied till Class IV-VI and 14% (7) workers studied up to class IV. A majority of child labours 77.2% (39) received their salary themselves, and the salary of only 21.8% (11) children was given directly to the parents/guardians. However, a majority of child worked as part-time workers, and did not earn more than Rs.500 to Rs.1000. Around 80% (40) of the children used the money as a part of their family income. Majority of the child labourers were satisfied with their work, and some were also enthusiastic to learn more skills as they got more money at a very young age.

The result indicated that the main reason for engaging them (the children) to work was poverty and socio-economic conditions because most of the families belonged to low income group for which it is difficult for them to meet their basic needs. Hence the projected Hypothesis stands retained.

### Summary of Findings

The summary of findings of the study is as follows

- i) The attitude level of the sample group towards human rights is more than their awareness level.
- ii) The attitude level of female, the child labour of 12-14 yrs and Assamese speaking group are found to have high and more or less same attitude level. Significant difference is observed between the sample groups in their attitude level towards human rights.
- iii) The attitude level of male, the child labour of 12-14 yrs and Non-Assamese speaking group are found to have higher mean scores, indicates that their awareness level is little higher than the female, 9-11 yrs age group and Assamese speaking group. The results indicate that there is significant difference between the sample groups in their awareness level towards human rights.
- iv) The main reason for engaging them (the children) to work was poverty and socio-economic conditions because most of the families belonged to low income group for which it is difficult for them to meet their basic needs.

### Suggestions

The following are suggested in the present study :

- Adult literacy programmes should be encouraged.
- Street plays, meetings, etc. can be organized to create awareness among the community against child labour.
- Governments, NGOs and the community should work together towards prevention of child labour and providing facilities of education, extra nutrition and health care.
- Building behavioural skills such as assertiveness, decision making, seeking help, communication and boosting self esteem, etc. should be undertaken in order to help transform information into action.
- The Central and State Governments should internalize the linking up processes of poverty alleviation, health support and elementary education in a unified manner to eliminate child labour supply and demand aspects effectively.

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- Half time school and half time work arrangement was also recommended so that children who were compelled to work due to their life situation were not deprived of their right to education and full development.
  - The Government should make sincere efforts to promote the small family norm which would help to reduce fertility and the number of family members who have to be fed within the limited resources available.

### **Conclusion**

The future of a community is in the well being of its children. The above fact is beautifully expressed by Wordsworth in his famous lines “child is father of the man”. So it becomes imperative for the health of a nation to protect its children from premature labor which is hazardous to their mental, physical, educational and spiritual development needs. It is urgently required to save children from the murderous clutches of social injustice and educational deprivation, and ensure that they are given opportunities for healthy, normal and happy growth.

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## DEVELOPMENT OF ACTIVITY SHEET : A WAY TO MEET PRESENT CHALLENGE OF MATHEMATICS TEACHING IN SCHOOL LEVEL

**Dr. Mahua Basu Mallik**

**Assistant Professor, Government College of Education, Burdwan, West Bengal,**

**Email : mahuaiew@gmail.com**

### ABSTRACT

The teaching of mathematics should enhance the child's resources to think and reason, to visualize and handle abstractions, to formulate and solve problems. This broad spectrum of aims can be covered by teaching relevant and important mathematics embedded in the child's experience. Succeeding in mathematics should be seen as the right of every child. So mathematics teaching is very challenging job for any mathematics teacher. This paper is intended to stimulate discussion related to the present challenge of mathematics teaching in school level and also gives some attention towards a way to meet the challenge by preparing of activity sheet for the students in the mathematics classroom.

**Key Words :** Activity Sheet

### Introduction

The ideas of 'modern' mathematics have led to a re-evaluation of mathematical education. Recent development has emphasized that [1] most children can appreciate, understand and enjoy the abstractness of mathematics more easily when they are given practical as well as theoretical significance. Many of the practical activities which teachers associated with mathematics are well suited to group work in his classroom. Ninness *et al.* (2005) [2] concluded that technology use can help students' make significant gains in mathematical achievement and conceptual understanding. Koehler and Grouws (In Grouws, 1992) [3] have suggested that teachers' behavior is influenced by their knowledge of: the mathematics content being taught, how students might learn or understand that particular content and of the methods of teaching of that particular content. Also influencing teachers' behaviors are teachers' attitudes and beliefs about teaching and mathematics. Khasim Pasha Sd , Nalla Janardhan Rao, P. Veerababu (2012) [4] conclusions were drawn that Students taught with mathematics laboratory achieved better than those taught without it. Okigbo and Osuafor (2008),[4] Naik (2010)[5] have articulated the fact that in the modern day technology oriented society, the use of mathematics laboratory is essential for injecting joy of learning among the students while learning mathematics.

### Objectives

The study aimed at fulfilling the following objectives :

- To study the Present challenges of mathematics teaching.
- To list down the guidelines for a teacher in incorporating innovations in teaching Mathematics.
- To list down the general format of activity sheet:
- To develop some activity sheets
- To collect and analysis about the opinion of mathematics teachers in regard to the usefulness of activity sheets

### Operational Definitions

Activity Sheet: Student does some mathematical activity in a sheet after proper instruction of the teacher in the mathematical laboratory as well as classroom in teaching-learning process. The sheet is called Activity sheet.

### Present Challenges of Mathematics Teaching

When children's body is arrested in desk and bench for hours and mind is caged in the textbook and blackboard, the result is - what it is today students don't enjoy mathematics whereas their future and career is dependent so much on doing well in this subject. The children rejoice mathematics rather than turning into phobic. So the mathematics teacher faced some challenges in

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their classroom :

1. Sustaining interest : In a large mathematics classroom (means the student-teacher ratio is more than 1:50) securing attention of the students is a big challenge of a mathematics teacher. Mathematics teaching demands individual attention especially for backward students.
2. Arousing motivation : This is another major challenge of any mathematics teacher. Student cannot correlate the concept of mathematics with their practical world. For this reason they are not motivated in this subject.
3. Teaching tool : In this subject there have several abstract concepts. Students are perceive that abstract concepts with the help of appropriate teaching tool. In this connection, Technology serves a great role in mathematics classroom.
4. Learning assistant : Students are not rectified their mistakes immediately by their teacher

### **Guidelines for a Teacher in Incorporating Innovations in Teaching Mathematics**

- For effective transaction of the curriculum and achievement of curricular objectives appropriate method and pedagogic resources should be used in providing learning experiences to the students.
- A number of factors need to be considered while making use of a particular method and pedagogic resource: learner's capabilities, availability of resources, entry behavior, entry behavior, school environment, objectives to be achieved, the nature of content and the teacher's own preparation and mastery.
- Decide on and plan in advance the innovative idea that the teacher would be incorporating to transact a particular concept so that loss of instructional time is prevented or minimized.
- The immediate environment of the learner both natural and human should be used when and where possible for making learning concrete and meaningful.
- Involve the students in the process of learning by taking them beyond the process of listening to that of thinking, reasoning and doing.
- In order to promote self-study skills use of library and resource center needs to be encouraged.
- Receiving regular feedback for teaching and learning should be an inbuilt component of teaching-learning process. Continuous and comprehensive evaluation has to be ensured as it plays an important role for the required modification in teaching-learning process.
- Mathematics-teachers' organizations at different levels should be formed where sharing of ideas and experiences, developing resources in a collaborative manner and the mechanisms that enable teachers to carry out innovations is being discussed. Mathematics-teachers' organizations can be instrumental in establishing a climate of confidence in carrying out innovations and a positive attitude to new approaches in teaching mathematics.
- Properly instruct and guide the students for carrying out different activities and precautionary measures should be taken so that students are not misguided.
- Any facilities journals and modern books of professional interest. Any facilities of in-service should be availed of for improving teaching of mathematics.

### **General format of activity sheet**

The general format of activity sheet follows the following items :

1. Announcing the content/ topic / theme.
2. Class.
3. Time.
4. Formulating objectives.
5. Determine pre-requisite learning experiences..
6. Building motivating strategies.
7. List of materials required.
8. Procedure.
9. Observations.
10. Remarks.

### **Some Activity Sheets**

The present researcher considered the basic principles of activities and keeping in view the

above stated general format of activity sheet was developed the following activity sheet of secondary mathematics syllabus.

### Activity Sheet-1

Approximate Value of  $\pi$

Time : 45 min.

Class: IX

#### Objective :

To measure the diameter of the circle

To measure the circumference of the circle

To determine the approximate Value of  $\pi$

To calculate average

#### Pre-requisite learning experience :

To measure any length by measuring tape

To know about the term chord, diameter, circumference, ratio

**Essential Requirement :** Different circular plates / sheets, measuring tape, threads.

#### Activity 1 :

1. Students will be divided into groups of 3 or 4.
2. The teacher will distribute different circular plates / sheets (e.g. expired c.d., circular lid of any container) or students may bring such objects from their home.
3. The teacher will ask them to measure maximum length of chord of the circular plate / sheet with the help of a measuring tape.
4. The teacher will ask them to repeat the measurement at least for three times.
5. The teacher will ask them to record the obtained measurement one by one in the following table:

Number of observation	Measurement of the maximum length of chord i.e. diameter of the circle	Remarks
1.		The diameter of the circle is .....
2.		
3.		
total		
average		

6. The teacher will ask them to calculate the average of the three obtained values as put it in the given table (above).
7. The teacher will help the pupil to conclude in geometrical language.

#### Activity 2 :

1. The teacher will ask them to measure circular length of the circular plate / sheet i.e. the circumference of the circular plate / sheet with the help of threads and measuring tape.
2. The teacher will ask them to repeat the measurement at least for three times.
3. The teacher will ask them to record the obtained measurement one by one in the following table:

Number of observation	Measurement of the circumference of the circle	Remarks
1.		The circumference of the circle .....
2.		
3.		
total		
average		

4. The teacher will ask them to calculate the average of the three obtained values as put it in the given table (above).
5. The teacher will help the pupil to conclude in geometrical language.



**Activity 3 :** Teacher now fill the following table on the blackboard with student's cooperation.

Groups	Diameter	Circumference	Circumference/ diameter

**Conclusion :**

The ratio of circumference and diameter is nearly equal to .....

**Further Discursion**

After finish the activities teacher discuss about the following:

- The ratio of circumference and diameter is constant.
- We symbolize this constant as  $\pi$ .
- The value of  $\pi$  is 3.14
- The value of  $\pi$  is also 22/7.
- The formula of circumference.

**Activity Sheet-2 :**

Trigonometrical values at different angles

Time: 45 min. Class: X

**Objective :**

To determine the trigonometrical value at  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$

**Pre-requisite learning experience :**

To measure any length by measuring tape

To measure the angle with the help of a protector

**Essential requirement :**

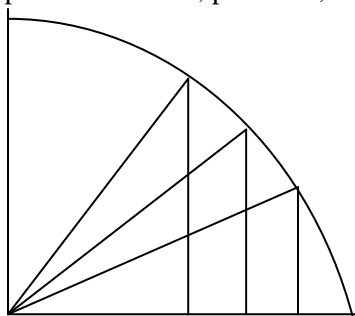
Following type of instrument, protector, scale

A

B

C

D



O E F G H

1. Students will be divided into groups of 3 or 4.
2. The teacher distributes above type of manipulative material.
3. The teacher asks them to measure the length of OA, OB, OC, OE, OF, OG, OH, BE, CF, DG with the help of a measuring tape / scale.
4. The teacher asks them to measure the angle of AOH, BOE, COF, DOG with the help of a protector.
5. The teacher asks them to record the obtained measurement one by one in the following table :

Angles( $\theta$ )	Length in cm		Ratios		Trigonometrical value	
BOE	BO		BE/BO		Sin $\theta$	
	OE		OE/BO		Cos $\theta$	
	BE		BE/OE		Tan $\theta$	
COF	OC		CF/OC		Sin $\theta$	
	OF		OF/OC		Cos $\theta$	
	CF		CF/OF		Tan $\theta$	

DOG	OD		DG/OD		Sin $\theta$	
	OG		OG/OD		Cos $\theta$	
	DG		DG/OG		Tan $\theta$	

### Conclusion :

The value of :

	30°	45°	60°
Sin $\theta$			
Cos $\theta$			
Tan $\theta$			

### Activity sheet-3

Translation

Time:40 min.

Class: VIII

### Objective :

To establish the properties of translation

### Pre-requisite learning experience :

To measure any length by measuring tape / scale

### Essential requirement :

White hard sheet, different geometrical plane figure (made by hard board), pencil, scale

### Activity :

1. Students will be divided into groups of 3 or 4.
2. The teacher distributes different geometrical plane figure (made by hard board) and a white hard sheet.
3. The teacher asks them to put the figure on the White hard sheet and draw its outline
4. The teacher asks them to move the plane figure in a direction.
5. The teacher asks them to draw the outline at last position.
6. The teacher asks them to name the two figures (such as ABC & PQR).
7. The teacher asks them to measure the lengths and complete the following table.

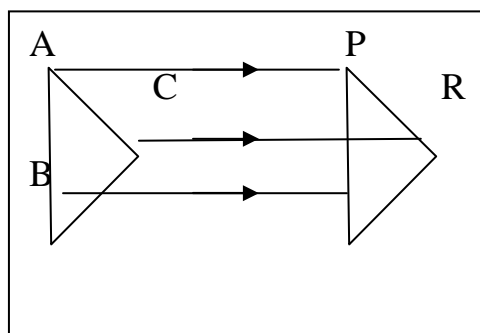
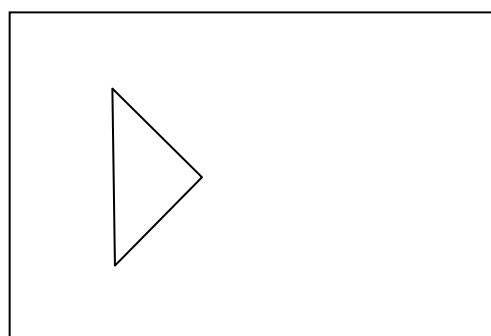


Table 1

For figure ABC	For figure PQR	Remarks
AB =	PQ =	
BC =	QR =	
CA =	RP =	

Table2

Length of AP	Length of BQ	Length of CR	Remarks

### Conclusion

- After translation the shape of plane figure is \_\_\_\_\_
- Each point of plane figure traverses \_\_\_\_\_ distance and in the same direction.
- The orientation of the figure remains \_\_\_\_\_

- Line segments joining each points and its image (i.e. AP, BQ, CR) are \_\_\_\_\_ and \_\_\_\_\_
- The distance between each pair of points (i.e. AB & PQ) remains \_\_\_\_\_
- Co-linearity of points remains \_\_\_\_\_
- There are no fixed points.

#### Activity sheet-4

Corresponding angles, alternate angles, Time: 40 min.

Opposite angles, Opposite internal angles

Class: VII

#### Objective :

To examine the relation between corresponding angles, alternate angles, opposite angles, opposite internal angles

#### Pre-requisite learning experience :

To measure any length by measuring tape

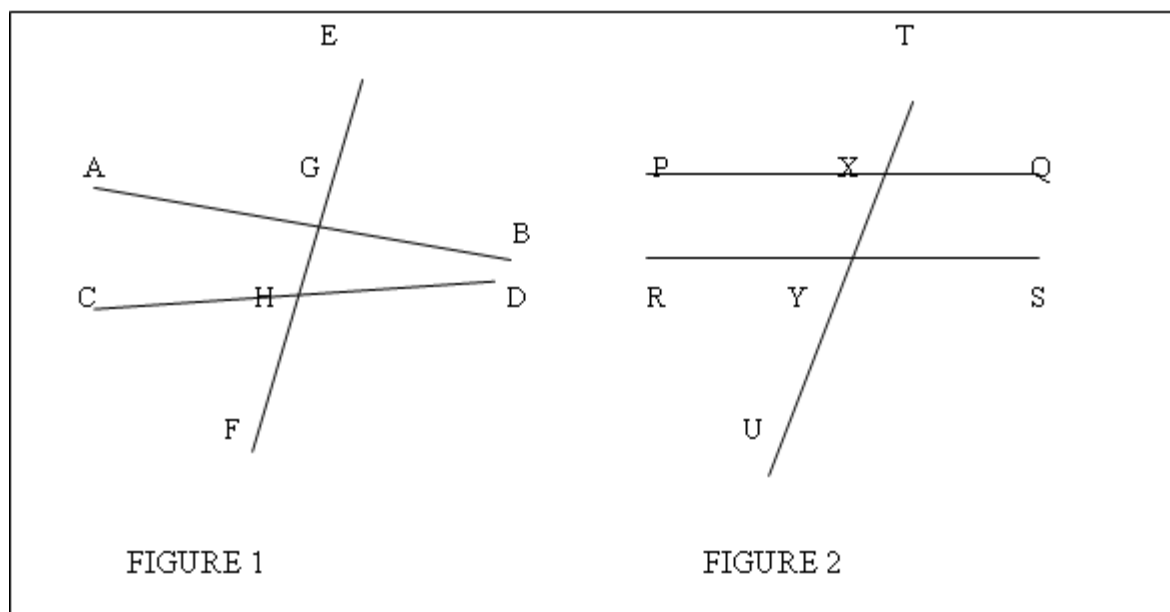
To measure the angle with the help of a protector

#### Essential requirement :

White hard sheet, 6 pieces strings/wires, protector, pencil.

#### Activity :

1. Students will be divided into groups of 3 or 4.
2. The teacher will distribute a white sheet and 6 pieces strings/wires.
3. The teacher will ask them to attach the 6 pieces strings/wires in the White hard sheet by the following ways :



4. The teacher will ask them to measure different angles with the help of protector.
5. The teacher will ask them to complete the following table:

Angles	Figure 1	Figure2	Remarks
Corresponding angles	i. AGE= CHG=	i. PXT= RYX=	
	ii. EGB= GHD=	ii. TXQ= XYS=	
	iii. AGH= CHF=	iii. PXY= RYU=	
	iv. HGB= FHD=	iv. YXQ= UYS=	
Alternate angles	i. AGH= GHD=	i. PXY= XYS=	
	ii. BGH= CHG=	ii. QXY= RYX=	
Opposite angles	i. AGE= HGB=	i. PXT= YXQ=	
	ii. AGH= EGB=	ii. PXY= QXT=	
	iii. CHF= DHG=	iii. RYU= SYX=	
	iv. CHG= FGD=	iv. RYX= SYU=	
Opposite internal angles	i. AGH= CHG=	i. PXY= RYX=	
	Sum of two angles	Sum of two angles	
	ii. BGH= DHG=	ii. QXY= SYX=	
	Sum of two angles	Sum of two angles	

### Conclusions :

1. A straight line cuts two other straight lines; altogether \_\_\_\_\_ angles are formed at two points.
2. There are \_\_\_\_\_ types of angles. These are :
  - i.
  - ii.
  - iii.
  - iv.
- A straight line cuts two other parallel straight lines ;
  1. The corresponding angles are
  2. The alternate angles are
  3. The sum of opposite internal angles are

### Research Design :

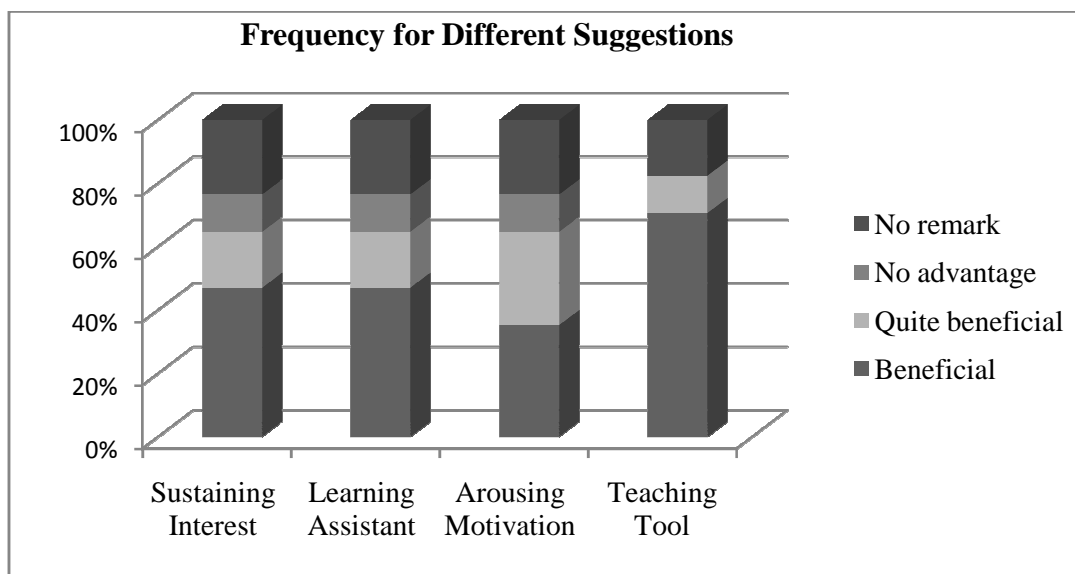
This research was basically a survey approach.

**Sample :** The researcher selected a purposive sample of 17 mathematics teachers of Bengali medium schools recognized by WBBSE.

**Tool :** Researcher used a format of activity sheets and an opinionnaire format for realization of the opinion about whether the sheets were helped to meet the challenges such as sustaining interest learning assistant arousing motivation and teaching tool.

**Method used:** Researcher personally met each of the 17 teachers, distributed a copy of format of activity sheets and an opinionnaire format then collected the suggestion from the teachers.

**Data Collection :** Researcher collected the all the copies with suggestion from all respondents and then organized the entire data for further action.



**Chart :** Bar diagram for occurrences of different reasons given by each respondent

### Main Findings

Researcher found that about 60% of the total respondents agree that these sheets are used for sustaining interest, learning assistant and arousing motivation. She also found that about 80% of the total respondents agree that these sheets are used as teaching tool.

### Conclusion

After completion of the present study, the researcher comes to the conclusion that preparing these activity sheets in this way helps to meet the challenges such as sustaining interest learning assistant, Arousing motivation Teaching tool.

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## PRIMARY EDUCATION SYSTEM OF COOCH BEHAR DISTRICT : NOT DEVOID OF HISTORY

**Dr. Prasenjit Deb**

**Registrar (Offg.), University of Kalyani, Kalyani, West Bengal**

**Email : drprasenjitdeb@gmail.com**

### ABSTRACT

The District Primary Education Programme (DPEP) had been an offshoot of the policy of universalisation of Elementary Education taken during 8th five year plan. It was envisaged that within 2020 A.D., India's commitment towards universalisation of elementary education would be realized. With this avowed objective into consideration, the district was identified as the nodal agency to realize the DPEP. The District of Cooch Behar, one of the five districts of the state of West Bengal, was identified for the realization of the programme. The uniqueness of the district having distinctive politico-cultural legacy calls for a new kind of search to understand its back-ground. In this paper, an attempt has been made to identify the legacy of education what Cooch Behar has inherited from its feudatory past to understand the post-merger setting of the district to carryout the responsibility of realizing the universalisation of primary education in Cooch Behar.

### Introduction

#### **District Primary Education Programme in Cooch-Behar :**

One of the principal thrust areas of the 8th five year plan (1992-97) was to bring vitality and momentum to the Universal Primary Education Programme (UPEP) with definite objective to increase retention, improvement of quality specification of minimum levels of learning and their attainment by the learners. It is, indeed, for the first time, the 8<sup>th</sup> plan suggested that the District will be treated as a unit of educational planning and programme implementation. More specially, the backward district will be given priority for getting assistance for the realization of District Primary Education Programme (DPEP).

The DPEP launched in 1996-97 has been a recent effort to translate the idea of district planning into concrete action with the accompanying financial outlays. Under this programme, district's specific educational plans are developed through a participatory process. The DPEP underlines the need for reconstruction of primary education as a whole instead of piecemeal implementation of schemes and it follows an integrated approach to educational development. As a follow up of the centrally sponsored scheme of Universalization of Elementary Education, the DPEP has been undertaken. The principal thrusts of the programme are:

1. Universal enrolment and universal retention
2. Substantial improvement of the quality of education
3. Creation of creative teaching - learning environment.

An integrated approach has been undertaken to realize the DPEP towards developing and formulating a location specific and culture - friendly, training, orientation and persuasion programmes in terms of contents, methodologies, design and impact.

#### **The District of Cooch Behar and DPEP : The Present Status :**

During 8<sup>th</sup> Plan period, the District Primary Education Programme covered 42 districts from seven selected states of India. Educationally backward districts, based on the female literacy rates, were selected for the implementation of the programme. Out of the top 200 backward districts of India, the district Cooch Behar was brought under DPEP. The programme was funded by various international agencies. For DPEP in Cooch Behar, the assistance came from the British Overseas Development Administration, London.

Predominantly an agricultural district, Cooch Behar holds certain unique characteristics. The present district of Cooch Behar had been a tiny princely state with all its feudal characteristics. It was merged with India in 1949 and designated as a special status state. However, only in 1950, 1st January, the state was subsequently merged with the state of West Bengal as one of its constituent districts. The district of Cooch Behar is one of the few districts in India where the S.C. Population has out-numbered the general caste population.

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According to Census Data (2011), the Total Population of the district is 28,22,780 out of which there are 14,53,590 males (51.49%) & 13,69,190 females (48.51%). Another salient feature of the district is that scheduled caste population outnumbers the general caste population and its percentage to total population is represented by Scheduled Caste (50.1%) and Scheduled Tribe (0.58%) respectively. In the district, Hindu population (76.44%) exceeds far more than Muslim population (23.34%). Cooch Behar which is the administrative headquarter of the district of Cooch Behar consists of 5 sub-divisions, 8 police stations, 12 blocks, each of which has a Panchayat Samity and 128 Gram Panchayats. The district has 6 towns including Cooch Behar having municipal status. With regard to the status of literacy, in Cooch Behar district it is 75.49% below the state average 77.08%. It is also noticeable that within the same district while urban literacy level is at 89.01% which is little more than higher than the state average (85.54%), the same for the rural area is barely 73.87% a little more less than the state average (72.97) and it is to a substantial extent i.e. 12% lower than the urban one. Again within the same populace, the difference between male (81.52%) and female literacy (69.08%) has been to the tune of 12.44%. Thus the literacy rate of women has been still marginal.

The DPEP has rightly envisaged all the areas of backwardness and by way of innovating different agencies having people's participation from grass root in micro planning through the process of sensitization, motivation and persuasion to make the programme a success. The different resource centers at various levels of the district at the Blocks and Panchayats, Women's Organization, ICDs, CARE, DRDA, NIC, educational institutions, organs related to rural development etc. have been constituted to provide the programme an integrated shape. For proper supervision, a District Level Co-ordination Committee (DLCC) was set up in which Sabhadhipati, Zilla Parishad, Cooch Behar is the Chairman and District Magistrate of Cooch Behar is the Secretary. Under DLCC, a District Core Committee has been set up in which Chairman, District Primary School Council (DPSC) was the Chairman and D. I. of Schools (PE) is the Secretary. There also has one expert-member and other two members in the District Core Committee for supervising the plan of action and constructing new frame in any Sector. Thus, the overall development of all-round primary education has been given an idealistic thought by the members of the District Planning Team for DPEP, Cooch Behar.

## **Discussion**

### **Historical Perspective of Primary Education in Cooch Behar State**

The move towards an all round development of Primary Education in the district of Cooch Behar has not been an attempt devoid of history. The Cooch Behar setting has had a definite historical perspective set by feudal rulers -Maharajas of Koch-Bihar. Such a legacy has to be explored to understand the cross-currents of an evolving society and to establish a linkage between the past and the present. A historical search of the background of educational development of the area seems ineluctable.

During the reign of Viswa Singha ( 1510 ), the first ruler referred in the documented history of Coochbehar, the patronage of education given by the Koch-Bihar Court only encouraged Sanskrit learning for general people while Persian was taught in the royal family for royal interest<sup>(1)</sup>. Education was then confined within elite class. For first three hundred and fifty years, the Maharajas did not make any attempt to universalize education among subjects. Only after 1857 and especially under the influence of British system of education and renaissance in Bengal, attempts had been made to install educational institutions in Koch-Bihar State. Maharajas, during that period took an active role for realizing the goal of fostering education among their subjects. The process started with installation of a vernacular school named 'Sadar ME School ' in 1857. However, initially, it was restricted for the people of royal family, but in course of time, it was made open to general public<sup>(2)</sup>.

In recognition of the good services done by Col. Jenkins, an English medium school after his name was established in 1861. In the beginning, it taught up to third standard of entrance curriculum and in 1870 the school was upgraded to tenth standard. This was the milestone from which the 'Popular Education' had been started in Koch-Bihar. In 1865, the number of village schools (primary schools) came up to 58, of which 37 were aided and 21 unaided. Included in these 58 schools, 5 schools were for girls, the total number of girls being 130. In the same year a training class was opened to orient teachers for these schools. For the management of these schools, a separate department was set up in 1870. The objectives of the department were i) to advise in all matters

connected with education, ii) to inspect and examine the schools and iii) to deliver occasional lectures. The first whole time Superintendent of Education Rev. Robinson was appointed in 1870 for spreading education to the interior. This was obviously the first bold step towards education by the controlling British Government. In the same year, the great educationalist Babu Kashika Nath Mukherjee was appointed the Superintendent of Education in place of Rev. Robinson. This was the golden era of education experienced by the process of modernization and westernization<sup>(3)</sup>. In 1871-72, the number of state schools was 4, the aided schools 49 and the number of unaided schools 29, making up a total of 82. The total expenditure was Rs.28,506. The subsequent developments for proper supervision and establishment of new schools, a Deputy Inspector of Schools, a Deputy Inspector of Schools, a Sub-Inspector of Schools and four Inspector Pundits were appointed between 1876 and 1878.

During the year 1878-79, the total number of Primary Schools was 222 of which 146 were aided and 76 the unaided primary schools. The number of school going children was 5,787 which were 13.38 percent of the total male children at School going age. The aggregate expenditure of the education Department for the cause of Primary Education was Rs.17,270 of which Rs.7,867 was contributed by the state, 13.75 percent of the total educational budget and the people's share was Rs.9,403. This indicates that the expenditure by the public going hand in hand with the expansion of the Department. The number of girls' primary schools was 49 of which 33 were aided and 16, the unaided. The total number of girls student was 651 and the expenditure was Rs.3,125.

In the subsequent years, the educational system fell down abruptly due to various causes which are as follows :

- i) Curtailment of the state grant towards education,
- ii) On perceiving therefore that the State grants were being withdrawn from schools already in the enjoyment of them, the hopes of a large number of unaided institutions of ever obtaining aid were extinguished, and the schools ceased to exit.
- iii) The death of great educational policy planner K. N. Mukherjee, Superintendent of Education Department.
- iv) Many of the Superintendent Staff, Pandits, Gurus & C, were employed on 1881 census work and were unable to devote their attention and duties.
- v) A small portion (0.6%) of the estimated budget was spent for primary education.
- vi) The principal portion (88.71 per cent) of the normal allotment for education had to be taken away for higher education purposes.
- vii) Abolition of the post of Superintendent of education.

In the meanwhile, the Department of Education in the state was subjected to some radical changes to develop the Educational Policy inaugurated by His Highness Maharaja Nripendra Narayan Bhup Bhahadur in council in 1884. This was first time that a new educational Policy was framed for spreading the education, especially the primary education to the grass-root level. The education department had to be given a new shape. A whole time Inspector of Schools was placed in charge of Primary and Secondary Schools result of which their rate of growth was making a steady progress. The Table shown below gives the variation of growth of Primary Education during (1888-89 to 1899-1900)

Year	1888 – 89	1892 – 93	1895 – 96	1899 – 1900
No. of Primary Schools	231	241	268	304
No. of Pupils	6317	7013	8821	8875

The establishment of the Victoria College marked the year 1888 as one ushering in a fundamental change in the education system. Till then the measures adopted for the development of higher education in the state, absorbed a considerable portion of the Budget allotment originally set apart for the cause of Primary Education, necessitating the abolition of a number of schools and the consequent removal of the men employed therein; at the same time creating a feeling of uneasiness in the minds of those who were retained; as it was feared that requirement for the collage and higher education might led to a further curtailment of the amount set apart for primary education. With a view to remove this feeling and restore the confidence of the staff interested in the cause of primary education, first time the general education budget allotment separated, leaving a fixed sum entirely at the disposal of Inspector of Schools. Thus, instead of increasing the number of schools, state education department forced to establish the institutional development and health environment. As a

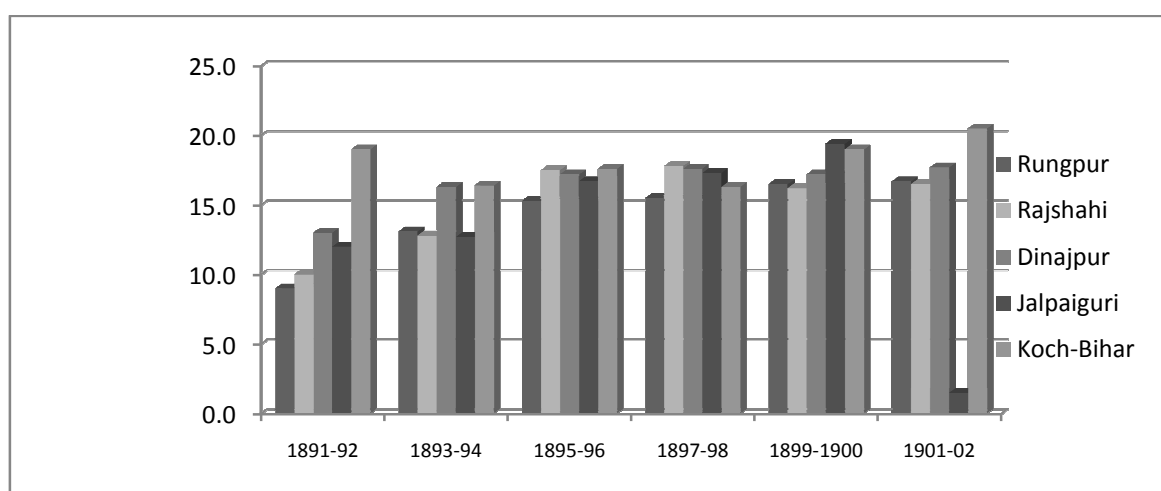


result, some constructed change occurred in last decade of the nineteenth century which is as shown in the figure given below:

### The Comparison of the Progress of Primary Education in the State with that of the neighboring British Districts

Percentage of boys at School to the boys of school going age =  $\frac{\text{No. of boys at school (n)}}{\text{No. of boys of school going age (N)}} \times 100\%$   
 = Determination factor (S)

District	Determination factor (S) of the Corresponding Year					
	1891-92	1893-94	1895-96	1897-98	1899-1900	1901-1902
Rungpur	9.0	13.1	15.3	15.5	16.5	16.7
Rajshahi	10.0	12.8	17.5	17.8	16.2	16.5
Dinajpur	13.0	16.3	17.2	17.6	17.2	17.7
Jalpaiguri	12.0	12.7	16.7	17.3	19.4	17.5
Koch-Bihar	19.0	16.4	17.6	16.3	19.0	20.5



The above Bar-Diagram will help to understand the comparison in a better way.

In 1908-09, may of the schools in the state were injuriously affected by epidemics of cholera and small-pox, while in the year 1910-11, the abnormal floods greatly affected the school building. The rapid but sure advance made by the Primary Schools, the slight signs of progress manifested by the Girls School as well as a further development of the system of boarding houses for students and the desire for culture and progress awakened amongst the Mohamedans were the Chief features that characterized the operations of the Department.

The number of Mohamedan Schools rose from 8 to 12 during this year while the number of pupils was nearly doubled. Primary Scholarships was also carried off in open competition by Mohamedan Pupils (Of whom one was a girl) and as there are over 4000 Mohamedan Pupils in the various schools in the state there can be no doubt that the cause of Mohamedan education is steadily progressing. This is especially note worthy in the Mekhliganj Sub-Division.

The total numbers of Primary Schools the said year was 290 of which 172 were aided and 118 the unaided Primary Schools. The total number of girls' school was 15 and the number of girls' pupils was 229. Female education in the state is making but slow progress. Parents take such little interest in the education of their girls that they do not even send them to school regularly though they pay no fees and remove their girls from school at a very early age.

The budget estimated in the year 1911-12 was Rs.27, 90,059. The State grant for Primary and Secondary Education was Rs.35, 091 of which Rs 9,582 was allotted for Primary Education and people contributed Rs.15,432 for the cause of Primary Education.

With the additional grant of Rs.3,423 that His Highness sanctioned during the year 1912-13 for the better education of His Highness subjects, the Department exerted its utmost a) to increase the number of educational institutions in the state, b) to improve their strength and efficiency, c) to enhance the proportion of boys at School to those of School-going age, d) to raise the pay of the

Model School teachers to ensure more devoted work e) to expand the system of Primary Education by assigning grants to new Schools and raising the tone and character of instruction in the older institutions by adding assigning new grants to some and raising the status of a few others and f) to improve Mohamedan Education by increasing the grant of the Sudder Madrassa and by providing with state grants, a number of Muktabs in the interior increases.

Since the year 1914-15, the development of the Primary Education was in the right direction. The number of primary schools was 347 and 11,696 pupils were in the School. The year 1916-17 was not a favourable year for the development of education in the state principally owing to high prices and to the prevalence of small-pox in epidemic forms. The aim of the Department was to consolidate the existing institutions by restoring them to their normal condition in strength, efficiency and organization. The year 1917-18 brought in its trail the worst consequence of a divesting war. These are the reasons which affected not only the development of Primary but also the whole educational system. As a result, there was a sharp fall of the number of Primary institutions.

Year	1914-15	1917-18	1922-23	1925-26	1930-31	1934-35
No. of Primary School	347	307	267	267	275	319
No. of Children	11,696	9,872	8,424	8,403	8,923	10,492

In the meanwhile, some major changes took place. First time in the year 1921-22, a separate Member of the State Council, Rai Choudhuri Satis Chandra Mustafi was deputed as In-Charge of Education Department. In the same year, state council took a long term loan of Rupees 18 Lakhs from Imperial Bank to overcome financial crisis. In the next year, estimated Budget rose up to Rs.37,95,680 from Rs. 32,61,110 of the year 1921-1922.

The last Maharaja of independent Koch-Bihar State, Jagadipendra Narayan Bhup Bahadur took the charge on 1936-37. During his reign, an effort was undertaken with all sincerity, to rejuvenate the status of Primary Education in the state. Rupees 1,00,003 were spent for the Primary and Secondary Education of which the state share was Rs.43,355. The demand for English education was keener than ever and the number of Schools and pupils increased; decent school-buildings were constructed. Another feather was the new attention to outdoor activities which received impetus from mass physical drill displays and Boys' Scout rallies. More girls schools were established in the village and special schools for Mohamedans grew in number. The creation of several additional scholarships and stipends for the lower Primary Examination; instilled into the minds of the pupils a new spirit of emulation.

It was believed that every prospect that this progress would be more than maintained in the forthcoming year, since His Highness the Maharaja Bhup Bahadur had announced in Durbar that he had a mind to donate a sum of Rs.10,000 from his privy purse for the development of Primary Educational facilities. The state council was moved to open a Training School to prepare teachers of Primary and Middle Class Schools according to modern requirement.

Cutting across the Socio-Religious boundary lines, the British influenced liberal Maharaja had made arrangement for the overall development of his subjects in the field of education. This was reflected from the data presented here. There were altogether 7,640 Hindu and 4,752 Mohamedan pupils in the Primary Schools at the close of the year 1937-38. In view of the fact that Mohamedans barely constitute one third of the population of the state and their progress was commendable. The total number of Koch-Biharis was 12,057 in the year 1940-41, there were altogether 9,910 Hindu and 5,763 Mohamedan pupils in the Primary Schools and the number of Koch-Biharis was 15,178. The number of girls' student was 1,766.

In the year 1940-41, 533 pupils appeared at the upper primary entrance examination and 1231 at the lower primary entrance examination of which 350 pupils passed the upper primary and 1,128 the Lower Primary Entrance Examination.

### The Progress of Primary Schools

Year	1935-36	1936-37	1938-39	1939-40	1940-41
No. of Primary School	334	353	402	408	440
No. of Children	11,320	12,232	12,852	12,880	15,691

The number of schools increased rapidly mainly due to the desire evinced by the people to build more school houses and to maintained them. In the year 1930-40, for the cause of expansion of Primary Education and with a view to obtain local non official opinion in the matter, the state council ordered an educational survey, and Inspector of Schools visited 36 centers, interviewing 5,328 people who represented 627 major villages. The Educational Survey of 1939-40 gave the inspiration to the local people for the greater participation in the Educational Development.

A separate Ministry for Education was created during the reign of Maharaja Jagadipendra Narayan and Shri Satish Chandra Roy was the first Education Minister of the State of Koch-Bihar. To give momentum in the right direction, the Ministry of Education adopted the "Five Years Plan ". The main objective of the plan was to nationalize the whole education system. The outnumbered of the population those who were out of education could be brought within the plan period. With the merger of Koch-Bihar with the Indian Union and subsequently after becoming a District of the State of West Bengal, the District of Cooch Behar comes under the development administrative fold of the West Bengal State. Obviously, the educational march of the feudatory state was merged with the efforts of West Bengal State Administration.

Out of a total population of 678,158 in 1951, the number of pupils receiving school education in March 1953 stood at 42,525 of roughly 7 percent of the population. The number of Primary Schools in 1952-53 was 555, of which 532 were boys and 32 for girls. 236 Primary Schools Functioned as Government managed, 246 as aided and 20 as unaided schools. 53 schools functioned as Government Sponsored Free Primary Schools for displaced children.

Even in 1952-53, 227 Primary Schools out of a total of 555, or as much as 41 percent, were single-teacher schools, supposed to teach four classes I to IV. The number of pupils in these 227 single-teacher schools was 9,015;6,715 being boys and 2,300 girls. The total number of Primary Teachers in the district was 1, 072, 1,016 being men and 62 women. 748 teachers served in Government managed and sponsored schools, 298 in aided and unaided Primary Schools. Most School houses are ill-equipped and undersized, sorry looking structures. The total expenditure over Primary Education in 1952-53 amounted to Rs.5, 69,427 of which Rs.5, 66,517 came from Government sources. The extent of wastage of educational effort is measured by the number of pupils in the lowest class against the number of pupils eventually reaching class IV. Thus against a total enrolment of 11,928 pupils in class I in 1950, only 5,306 pupils reached class IV in 1953. 6,662 pupils, therefore, gave up their studies and possibly relapsed into illiteracy. Hence wastage in primary education in the district was calculated at 55.5 per cent of the admission.

### The Growth of Primary Institutions During 1951-52 to 1960-61

Year	1951-52	1953-54	1955-56	1957-58	1959-60	1960-61
No. of Primary School	535	586	660	686	764	842
No. of Children	30,067	34,683	48,011	51,888	57,580	63,367

Within ten years after the 1<sup>st</sup> Census was taken in the post Independence period, the number of Primary Schools in this district had increased considerably. In 1960-61, the number of Schools had become 842 and the number of students attending these schools had become 63,367. The number of Schools directly managed by the Government was 558 with 43,154 on the rolls. The rest were under private management which had been receiving aids from the Government or from the District or Municipal Boards. The district has no unaided school.

In the Census year 1961, the number of students attending various Primary Schools in the district have accounted for about 23.85 percent of total persons in the age group 5-14. The male students have accounted for 57.29 percent and the girl students for 7.2 percent amongst the total male and female population of the district in the age group 5-14 respectively. The progress of education in the district can be viewed more rationally from a study of the census figures in respect of attainment

of literacy by the people of the district. In the census of 1951 the percentage of literates of this district was only 15 against the state's literacy percentage of 21.5 that year.

As per 1961 census; out of the total population of 10,19,806 persons, 8,05,636 are literate without any educational level and 84,652 persons are educated on some educational level. The statement below gives the percentage of literates among persons, males and females in the rural and urban areas separately for the district of Cooch-Bihar as well as for the state.

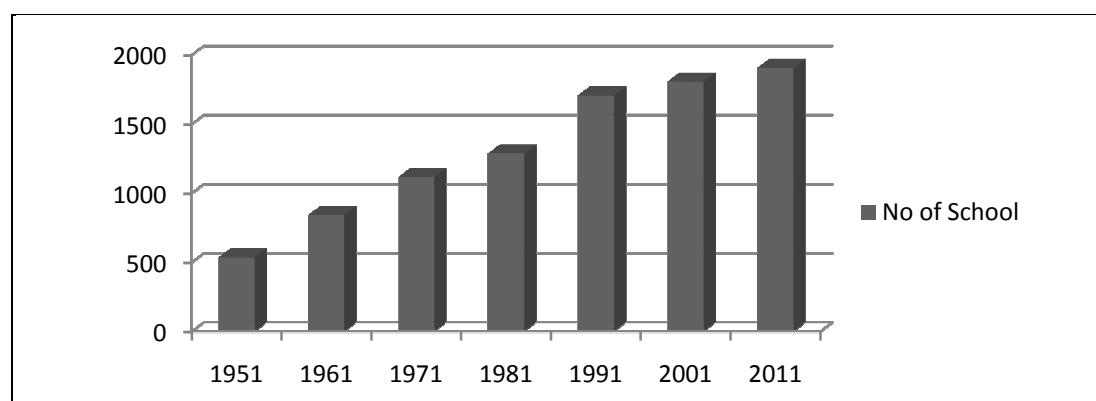
Percentage of Literatures				
State / District	Rural / Urban	Persons	Males	Females
West Bengal	R	21.64	32.86	9.73
	U	52.89	59.59	43.33
Cooch Behar	R	18.29	28.85	6.55
	U	56.98	63.61	48.42

According to 1971 Census, 3,10,576 persons are literate out of total population of the district of Cooch Bihar i.e. 14,12,148. Out of 3,10,576 literature person, 2,31,336 are males and only 79,240 females. The total number of Primary Schools in the district according to 1971 census was 1114 while the number increased to 1286 in 1981. The number of Primary Schools in the different Police Station is shown in the figure given below.

Name of P. S	No of Primary Schools
Haldibari	74
Mekhliganj	84
Mathabhanga	223
Sitalkuchi	73
Koch-Bihar	323
Tufanganj	174
Dinhata	282
Sitai	53
	Total - 1286

The growth of Primary Institutions during 1950-51 to 1990-91 is given below.

Year	1951	1961	1971	1981	1991	2001	2011
No. of Primary School	535	842	1114	1286	1706	1806	1905



This chart can be clearly explained through Bar Diagram.

## Conclusion

After independence, the Government of West Bengal has a distinctive Primary Education Policy. It calls for 'Education for all' and the policy to be pursued with its growth with equity. It was

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the commitment to reach the doorsteps of every villager with the basic primary educational package. However, the promise has not been fully realized. Despite the marginal growth of the rate of literacy and the expansion of Primary Educational infrastructure, the ' Pro-Poor ' Government has not been able to bring any signal change in the field of Primary Education. Despite structural limitations, the West Bengal Government has been sincere in its attempt to realize the universalisation of elementary education by way of empowering primarily. The Panchayats, the rural folks, women and different voluntary agencies have been operating at the grassroots level. With the analysis of the chequered historical setting of Cooch Behar connecting the past with the present would prompt as to a plausible conclusion that the efforts taken in the name of District Primary Education Programme (DPEP) by the District of Cooch Behar was found effective and fruitful for its nearest future along with Sarva Shiksha Mission and this backward district will ultimately be able to free itself from the shackles of the curse of illiteracy. Let there be light of life for all.

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## THE JARAWAS – THE TREASURE OF ANDAMAN ISLANDS

Debalina Debnath

Department of Folklore, University of Kalyani, Kalyani, West Bengal

### Introduction

In 1947 the Andaman and Nicobar group of islands were taken over by the Government of India and it became one of the Union territories of India. In 1956, areas in the islands were designated as reserved areas for different aboriginal people of the islands. The Nicobar group of islands was reserved for the Nicobarese and Shompens. The Onge people were marginalized to two areas on little Andaman, Dugong Creek and South Bay. The great Andamanese were settled on Strait Island. The Sentinelese is still on North Sentinel Island. The Jarawas were sentenced to the west coast of middle and South Andaman Islands and referred to as the 'Other People' by the great Andamanese. The territorial range of the Jarawa people extended from Rutland Island in the south, around Port Blair area and into the Western side of South Andaman Island.

The tribes of the Andaman Islands are divided into two groups – (i) ar-yoto or coast dwellers, (ii) erem-taga or jungle dwellers. The Jarawas are considered as erem-taga. The Jarawas were restricted to the interior forest regions. During the late 19<sup>th</sup> century some Jarawa people occupied the Sn' half of Rutland Island and the inhabitants of the North Sentinel Island were also described as Jarawas.

In the late 19<sup>th</sup> and early 20<sup>th</sup> century the area inhabited by the Jarawas was opened for colonizing activities like establishing villages and forestry. As a result violent conflicts became common. These colonizing activities pushed the Jarawas northwards. They were unable to live in peace.

### Resources Available

The Jarawa habitation is situated in a tropical region where there is tropical rain forest. This forest consists of giant evergreen forest, cane brakes, Andaman tropical evergreen forest, wet bamboo brakes, littoral forest, tidal swamp forest etc. These types are not distinctly demarcated but one type merges into another. The forest of Andaman is one of the most productive terrestrial ecosystems and is also extremely efficient at recycling most of its resources.

The Jarawas had a population of 266 individuals as enumeration report recorded. The area reserved for them is nearly about 650 sq. km. So the land to human ratio can be considered adequate. The Jarawas collect required edible and non-edible resources from the forest and aquatic eco-systems. Aquatic resources are collected from marine, creek and fresh water. The resource basket of the Jarawas consists of more than a hundred species of plants and animals of which 1/3 is edible and the rest are nonedible. The main terrestrial resources include the wild pig, minitor lizard, honey and a wide range of plants food-roots, shoots, and fruits.

Aquatic resources mostly consist of different varieties of fish, crabs, shells, turtle meat and eggs. Availability of these resources are season specific in some cases. So the collection of resources by the Jarawas is subject to seasonality. There are 3 broad resource seasons in the area –

- i) Mid March to Mid May – In this period the islands get lowest rainfall. It is the season of collection of wild jackfruit and honey.
- ii) Mid May to November – The islands receive most of the rainfall during this part of the year. During this rainy period Jarawas depend greatly on pig hunting and collection of seeds of few plants.
- iii) December to Mid March - The monsoons come to end during this period. This is the season for honey and turtle egg collection. Fruits do not constitute a principal part of their diet. Among aquatic items bivalve shells are consumed more frequently than others. Prawns and crabs are also collected by the Jarawa women as marine resources. The Andaman Islands experience rainfall over eight months a year and the Jarawa habitat has dense forest cover, there are a number of fresh water streams, among them some are perennial and some are seasonal. More than fifty camping sites have been set up by the Jarawas beside these water resources.

All the activities are influenced by seasonal variation in their availability.

The Jarawas eat various kinds of seeds; the most common one is the Oomin. Some are eaten

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raw and some are processed before eating. All kinds of fruits like emel, tangal, gini are eaten fresh and a large portion is gathered for future. Most of this gathering and transportation are done by women. During the dry season jackfruit comprises a major portion of their food. The larvae is collected by the Jarawas when it fall from the canopy to the ground just before metamorphosis occurs.

### **Subsistence Activities of the Jarawas**

Fishing is a very important subsistence activity for the Jarawas. Unlike other tribes like the Great Andamanese, Sentinelese, Onge and Shompen, the Jarawas have no knowledge of making canoes and steering them into deeper waters. The fishing activity is confined near shallow coastal areas and creeks. Both men and women take part in fishing; women use hand nets while men use bow and arrow to shoot the fish.

The Jarawa men carry out hunting individually as well as in groups. Mainly the feral pig is the most preferred one by all. Interestingly the Jarawas do not hunt deer which are found in plenty in the Jarawa territory. It seems that the Jarawas do not consider this animal as a game animal; the other reason might be that this species was not introduced prior to the twentieth century.

Processing and storing of food items :

Earlier the Jarawas cooked much of their food in pit hearths called 'aalaav'. These are also used by them to cook jackfruit and sometimes meat. The pit hearths are made in the open during dry season and inside the hut in the monsoons. A fire is created at the bottom and covered with pebbles. The food to be cooked is placed on those pebbles and then covered with another set of pebbles. When the meat is cooked, it's packed in green leaves. It normally takes three to four hours to cook food in this manner.

When jackfruits are abundant, the fruits are cooked in large numbers. Some of them are consumed immediately after cooking; the rest are broken open and seeds are released and then packed in a cane basket. The baskets are then buried under mud and left for two weeks. Seeds are decomposed by the process. After this the skin is removed and stored for more than a month. During monsoons these seeds are baked and eaten.

Pig meat is now-a-days boiled in metal pans. A portion of the meat is smoked and kept for weeks or even months. Some pig fat is also stored for a longer period.

Skin of oomin seeds is removed and kernel is sliced. The slices after putting in a basket are dipped in saline water for about two weeks. After that these are dried in the sun and stored for months. To cook them these slices are boiled in water and sometimes are mixed with pig fat.

Honey is also stored in a wooden bucket covered with green leaves.

Consumption and seasonal variation:

The meat of animals is distributed among all the household units or single person residing in one camp, other items are generally shared within the household unit only. The consumption rate of edible items from plant and animal sources collected from both forest and sea was estimated at two different points of time in a year, early January and mid April. It was observed that during early January the Jarawas, in the coastal area, were largely dependent on marine resources. Nearly 41% of their food came from the sea. During the same season people in locations away from the coast were dependent on resources like honey, fish, from inland water bodies, animals. In the month of April the survey was conducted in an area located close to the coast. During this period the interior parts of the forests were also accessible to these tribes like the Jarawas. A considerable seasonal variation in food resources obtained from both animal and plant sources could be noticed. Dependence on animal resources was relatively much higher than on plant during the month of January. On the other hand plant resources contributed about 36% in April.

Though the Jarawas have been receiving gifts of banana and coconut since 1974, it is obvious these supplies contributed only a negligible amount of their food needs. After 1997 the Jarawas started receiving many more items of food regularly from the villagers and from people passing through their part of the forest. Until 2003 they were not much dependent on such food. It was evident that the same group of people, camping at places away from the road or from village, simply did not bother about the non-traditional items of food.

### **Some other Uses of the Resources**

The Jarawas also make different types of implements required for different activities. They

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use natural resources available within their territory for this purpose. They use wood, bark, cane, raisin and leaves. In addition they use metal for making arrows and knives and certain tools like axe and hammer. All Jarawas house-holds use metal pots to cook food. Villages located close to the Jarawa habitat are the principal sources of metal implements and pots for the Jarawas.

The important objects made by the Jarawas include the bow, arrow, chest guard, honey container, torch, raft and different types of huts. The wood used in making the bow is *Sagerca Cliptica*. The length of the bow varies from 1 mt. to 1.5 mt. The bow string is usually made of entwined tree bark, collected from the *Sterculia villasa* tree. Some arrows are made having a longer shaft and are fitted with a flattened iron head.

Chest guards are made from the bark of *Sterculia villasa* tree. The bark is slightly dried and bent according to the user's measurement. These chest guards are often decorated with small sticks extracted from the branches of the tree.

The Jarawas do not make boats, they use rafts to carry their children and belongings across the crocodile infested creeks and streams. Such a raft is a collection of a number of logs and bamboo tied with bark and creepers.

To make a torch, wood raisin is packed in green leaves and tied with a cane strips. 46 cm long this torch is used to move in the dark. Portions of certain plants and certain types of clay are used by the Jarawas to treat different types of ailments. Red and white clay and some plants having medicinal value are observed to treat abdominal pain, headache, pain in the neck and limb, fever, diarrhea.

#### Mobility

The Jarawas move from one part of their habitat to another in groups and spread their foraging activities over space. This is directly related to the availability, type and density of resources.

The Jarawas generally move for two reasons. Often they shift their camps from one place to another to ensure procurement of various resources including food. Sometimes the movement, in large or small groups, also happens to visit other members of their tribe. On the occasion of such social visits the visitors and the visited often go far for joint expeditions.

Between May to September the Jarawas usually avoid camping on the Wn' coast because it is the season of the South-West monsoons and the sea becomes turbulent and rough. There is more movement inland and along the sheltered bays. From November to April they move to the sea ward areas. In this period the En' Coast remains rough due to the retreat of monsoon wind, since they do not use this coast much.

From a base camp people go out for resources and generally come back the same day. After a few days when the resources in the vicinity of the camp start to thin out, people have to cover longer distances and movements from back to the base camp takes over several days.

On the basis of the information presented here it is difficult to conclude whether the natural resources available to the Jarawas are enough to *meet all* their needs, material and non material.

#### Friendly Contact

The Jarawas are a culturally distinct group, it is the dominant community that makes decisions. Implementation of the laws to protect the forest, the people and the interest of the community as a whole is vital to their future experience. The most important thing is to raise awareness; this will help to create a better understanding of the history of the islands and its present condition.

The Jarawas have been portrayed as an isolated and primitive one since the last 18<sup>th</sup> century. Time creates space. The space is not geographic. Once it was contested between the East India Company and the Andamanese, is now the contest between the Indian administration and the Jarawas. After independence the Indian Government continued its practice of sending ships, boats and gifts to pacify the Jarawas. It was an attempt in the hope of instilling trust, friendship and understanding into the Jarawas. The belief was that if they are pacified they could be brought into the 'mainstream society'. Armed guards have left utensils, puffed rice, coconuts from a safe distance and they observed the Jarawas collecting all these materials.

The border between the two worlds has been maintained. Nowadays friendly contacts are organized by the Government, administered agency for tribal welfare, Andaman Adim Janajati Vikash Samity. Nothing definite is known for sure. There is no systematic record, even it is not known if the jarawas call themselves Jarawas or not. The Andaman Trunk Road was actively opposed and its construction obstructed by the Jarawas from the very beginning. The construction agency used to



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surround the camp with naked electric wire which claimed many Jarawas lives. The Bush Police had more empathy towards their civilized brethren than for the Jarawas. This route poses the severest threat today to the existence of the Jarawas in many ways. In September 1999, there was an outbreak of an epidemic among the Jarawas of South and middle Andamans. If it is continued, it will probably end with the extinction of the people.

### **Conclusion**

It has been repeatedly spoken of the Jarawas as “azad” or free people since the Second World War. But they do not appear to be azad still now. Our constitution guarantees us and the Jarawas the right to life. It is not merely to remain alive but to enjoy a certain quality of life. We should bear this in mind while framing our course of action, so a huge responsibility rests on us.

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**DEROZIO AS AN EDUCATOR****Dr. Kavita Sarkar****Substitute Whole Time Lecturer, Gokhale Memorial Girls' College, Kolkata, West Bengal****Email : kavitasarkar17@gmail.com****ABSTRACT**

This Article attempts to study the unique role played by Henry Louis Vivian Derozio (1809-1831) as a teacher and the revolutionary changes that he brought about in the Hindoo College (Now Presidency University). The eye witness accounts and the biography written by his beloved students, colleagues, patrons and admirers gives a clear picture of the situations existing in the Hindoo College before and after Derozio joined the said institution. Derozio was an embodiment of eternal values- Truth, love and goodness. His method of teaching, his relations with his students, his organizational skills, his method of debate, his knowledge of Western literature and Moral Philosophy and his love for truth, justice, patriotism and philanthropy made him an icon of the student-teacher world. Under his guidance learning became a joyful experience for the students.

**Introduction**

The Hindoo College was set up by the affluent Hindoo elite of Kolkata on 20<sup>th</sup> January 1817 with the chief aim of imparting education on modern and Western lines to the sons of Hindoo gentlemen. It was the first kind of national institution based on the European style. It had its fixed timetable, classroom and syllabus. As the largely accepted system of teaching goes – the teacher is all wise and so he teaches prescribed subjects within the closed enclosure according to a fixed time schedule and students humbly listen to them sitting still on their fixed place. It is as if their empty minds are filled up with the grains of knowledge like the empty vessel being filled up with water. The relation between the teacher and the taught was like the heaps of sand lying side by side in a desert which yields no crops.

It is important to mention here that the powerful Hindoo elite who controlled the Hindoo society were very conservative regarding their traditional beliefs and were averse to any kind of change. They were vigilant about the fact that the new western learning should not make any impact on their children and that they should not undergo any change. From the eye- witness account of Wollaston, the then teacher of Mathematics in the Hindoo College and Radhanath Sikdar, a student of Derozio we come to know that the students studying in the Hindoo College were fearful, shameless, lacking in courage, hurling vilest abuses at each other and were great liars. Such was the character of students when in 1826 Derozio was appointed as a teacher in the senior section of the college.

**Developments in the College after joining of Derozio**

Derozio's method of teaching was quite new and remarkable. His teaching knew no bounds. He crossed the barriers of routine, syllabus and classroom. He spent hours with his students before the usual work of his classes began and sometimes after the closing of the day's duties to broaden and deepen their knowledge in Western thought and Literature. He engaged his students in debates and discussions giving them his best ideas and receiving theirs. He encouraged his students to question all authority. He taught them to pursue knowledge and seek diligently after truth. He inspired them to apply the supreme test of reason on every problem of thought and never to accept anything if it did not pass that test. Derozio came down to the level of the students. He sympathized with their joys and sorrows. He listened to their complaints and assisted them in chalking out independent lines of business.

The students developed a deep admiration for their new master. They began to adore him. They clustered around him as soon as he entered the college premises. The bond of affection and friendship that grew between Derozio and his students created a new atmosphere in the Hindu College. In a sonnet addressed to the students of the Hindoo College Derozio has immortalized this relationship.

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Expanding, like the petals of young flowers,  
I watch the gentle opening of your infant minds,  
And the sweet loosening of the spell that binds  
Your intellectual energies and powers,  
That stretch, like young birds in soft summer hours,  
Their wings, to try their strength. O! how the winds  
Of circumstances, and gentle April showers  
Of early knowledge, and unnumbered kinds  
Of new perceptions shed their influence:  
And how you worship truth's omnipotence!  
What gladness rains upon me, when I see  
Fame, in the mirror of futurity,  
Weaving the chaplets you are doomed to gain,  
And then I feel I have not lived in vain.

In this Sonnet Derozio expresses his happiness when he sees his students acquiring more and more virtues. He feels elated to see them expanding like the petals of young flowers. He sees in his students a gradual maturity. They have cast off their spell. They have started their endeavours to work for the welfare of their country. He compares them with young birds who are about to test new horizon. They are learning to take a step forward getting the showers of early knowledge. Derozio exhorts his students to follow the path of truth as truth is omnipotent like God. Good things in life can be acquired only by following the path of truth. So they should follow the path of truth to achieve anything in life otherwise it loses its meaning. In the end the father figure in Derozio comes out when he says that his efforts in rearing his children have not gone in vain. In the mirror of future he can see the fame which his pupils are destined to get. Fame is weaving the chaplet that they are going to wear. So as a teacher he feels that he has not lived in vain.

The most favourite students of Derozio were Krishnamohun Banerjee, Rasik Krishna Mallik, Dakshinaranjan Mukherjee, Ramgopal Ghose, Madhab Chandra Mallik, Ramtanu Lahiri, Mahesh Chandra Ghose, Sib Chandra Deb, Harachandra Ghose, Radhanath Sikdar, Govindachandra Bysack, Amritlal Mitra and others. These students came to meet him during tiffin time, after the college hours, at his house and became very friendly with the members of his family. They were the most brilliant students of the Hindu College.

### **Derozio's Academic Association**

Derozio's charm and organizational ability led him to form an association in 1828 called the 'Academic Association'. It was the first association of its kind in Bengal. Derozio was the President of the Association. Every evening debates and discussions were held, Derozio giving his eager students his best and drawing from them their best in return. The object of such gathering was to provide a common meeting ground for young men of several creeds to discuss topics that were absorbing their attention- topics like Hindu ceremonies and superstitions, Female education, Suttee, freewill and fate, virtue and vice, patriotism, arguments for and against the existence of God, shames of idolatry and priest craft were discussed.

### **Method of Debate**

The topic of discussion was prefixed and was relevant to the situations of that time. One of the students read the introduction. They then organized themselves in favour or against the topic. The main objective was to evaluate the topic from every angle. Any custom or tradition followed blindly for years was to be tested logically with reason and after thorough evaluation be applied in life if applicable, otherwise discarded.

### **Contribution of Derozio in the Development of the Writing Skills of his Students**

For the complete development of his pupils Derozio not only laid emphasis on the speaking skills but also on the writing skills of his students. He had understood the power of writing. A speaker has limitation. His speech is limited within the boundary of the place of discussion. But a writer through his writing can reach every distant corner of the world. Again, while giving a speech there are occasional chances that a speaker might commit errors which may be out of forgetfulness, lack of

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vocabulary or out of emotional state. Chances of error become negligible when it comes to writing. The reason for this is that while writing a writer continuously reviews his thoughts and words before penning them down.

Derozio was not only an eloquent speaker but also a powerful writer. In the traditional education system the first and last duty of the student was to listen passively to the teachers. To this Derozio added speech. Derozio gave his students a chance to give free expression to their thinking, to question authority and to analyse and solve a problem logically. From the classroom Derozio brought the students out to the debating society. Not only did he teach his students to speak but also to write. Each student who participated in the debate had to prepare beforehand the matter of debate in favour of or against the topic in writing. The thoughts had to be organized logically, rationally and through critical thinking. A debating society became a war place where different views of different people on the same topic clashed with each other and a new thought emanated out of discussion. The students who participated in the discussion became well aware of their strength and weakness. Every day's self evaluation helped the student to rectify themselves and they thus evolved into a mature speaker or writer.

Derozio did not stop in developing the writing skills of his pupils. His aim was to propagate their views of reforming the society far and wide. For this he needed a media which was the newspaper. Thus came out the Parthenon on 15<sup>th</sup> February 1831 by the Hindoo College students. In its only issue the paper advocated the cause of colonization and female education. Hindu orthodoxy and superstition were condemned. It also pleaded for cheap justice. The publication of the 1<sup>st</sup> issue of Parthenon spread the fame of Academic Association far and wide. Now more and more students started attending the Association. The Parthenon created such a stir in the orthodox Hindu society that its second issue was not allowed to be published. That orthodox Hindus were more afraid of the papers and journals than the Debating society is amply proved by their above action. However, their opposition failed to dampen the spirit of Derozio or his pupils. On 17<sup>th</sup> May 1831 came out the 'Enquirer', a weekly journal edited by Krishnamohan Bandhopadhyay, a student of Derozio. On 16<sup>th</sup> May 1831, came out an advertisement in the 'Calcutta Gazette' that a daily newspaper 'East Indian' would be started from 1<sup>st</sup> June 1831. Its editor and proprietor was Henry Derozio. On 18<sup>th</sup> June 1831, came out Gyaneneshan, a weekly journal with the financial aid of Dakshinaranjan Mukhopadhyay, edited by Rasik Krishna Mullick and Madhav Chandra Mullick. Thus within a month three journals came out one after another. The aim of all these papers was the moral and intellectual upliftment of the Hindus. The light of new learning that Derozio had instilled in the minds of his students now found its way in the Indian society through his new medium of paper and journals.

## Conclusion

Within a short span of just five years as a teacher in the Hindoo College, Derozio was successful in bringing a remarkable change in the lives of his pupils. He practically set a new example of teacher-pupil relationship. He set a new model of learning in the intellectual world i.e. of rationality, debate and discussion. His intellectual brilliance, his charm and grace, his liberal ideas and above all, his love for his pupils exerted extraordinary power and influence over the minds of his pupils. Under his guidance students became bold, courageous and symbols of truth. They undertook constructive and collective endeavours in journalism and forming associations, which they used as platform for spreading education and for social, political and religious reforms. The example of Derozio is present before us. There is a need to inculcate Derozio's idea of true education. Education should enable the students to think, to question, to reason and to judge between right and wrong. Nothing should be accepted blindly. True Education enables a man to become a man: a man of love, truth, courage, kindness, sympathy, sacrifice and self reliance. When a country will have more and more of such men it will become free from corruption and evils.

Intellectual leadership of Derozio's caliber and an idealist teacher like him is still wanting. Motivation is a strong force which stimulates people to action to accomplish future goals. In the educational system, teacher plays the role of a leader and kindles the spirit of motivation in his students. We want such motivational Gurus. The teachers should not teach with any selfish motive. Their sole concern should be nurturing the young minds and reforming the society. Every year lakhs and lakhs of students coming out of educational institutions in India are attaining higher and higher degrees. Why still the curse of ignorance has not left us? This shows that there is a need to follow

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Derozio's path that would give a fillip to the Youth of Modern generation who will free our country from darkness.

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## **A STUDY ON CREATIVITY OF SECONDARY LEVEL STUDENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS**

**Ashis Kumar Debnath**

**Research Scholar, Department of Education, University of Kalyani, Kalyani,  
West Bengal, Email : ashisxyz@rediffmail.com**

**Dr. Deb Prasad Sikdar**

**Professor, Department of Education, University of Kalyani, Kalyani, West Bengal**

**Dr. Shyam Sundar Bairagya**

**Associate Professor, Department of Education, Visva-Bharati University,  
Santiniketan, West Bengal**

### **Abstract**

The family environment has important roles in nurturing and fostering creativity of the children. Again, this environment is directly or indirectly controlled by its components, like, family structure, socio-economic status, family tension, life style of the family members, professions of the members, interpersonal relationship among the members, anxiety of the family members etc. Among them, Socioeconomic Status of the family has much influence on the environment as well as on the development of creativity in the children. . A few studies have concerned with gender difference in creativity. But, in this local area, culture, is there any difference in creativity with the gender difference? Hence, the present researcher considered this matter and wished to categorize the whole sample into two groups – ‘Boys’ and ‘Girls’. At the same time, relationship between creativity (with its different components- Fluency, Flexibility, Originality) and Socio-economic Status along with gender difference has been studied in this article.

Creativity is universal quality and is not bound by the barriers of age, caste, location or culture. Every one of us possesses and is capable of demonstrating creativity to some degree in any particular field of activity. Creativity is innate as well as acquired ability of human beings. Although many research findings describe that creativity is natural endowment, the influence of cultural background, experiences, education, and environment in the nurturing of creativity cannot be ruled out. According to one of the theories, creativity is not only the result of one's heredity or inborn capacity, but it is acquired and nurtured like other human trait. A stimulating environment or situation that is open, democratic and free may contribute positively to release and develop creative potential. Torrance (1970) and Arieti (1976) emphasized the influence of culture and environment on the development of creativity. A child is born and brought up in the socio-emotional climate of the family. With the natural growth and development of the child, the innate creative potential obtained by heredity is gradually being unfolded and developed if the emotional climate is favourable to it. Again, this climate depends on the economic condition of the family.

Creativity is more important now than ever before. This is because; creativity is a useful and effective response to evolutionary changes. Creativity is usually tied to original behaviour, and indeed, originality is necessary for creativity, but it is not sufficient. Creativity is a syndrome or complex (Albert & Runco-1989, Mackinnon-1966), and flexibility is an important part of it. The flexibility of creative persons is what gives them the capacity to cope with the advances, opportunities, technologies and changes that are a part of our current day-to-day lives.

A few studies have concerned with gender difference in creativity. But the results were not equivocal. For example, Prakash (1966), Raina (1969) reported that boys were more creative than girls. However, Pareek (1966), Hussain (1974), Hargreaves (1977), Sarkar(1994) found no difference between the creativity of boys and girls. Singh (1978) on the other hand found that girls were better than boys on tests with semantic content. But, in this local area, culture, is there any difference in creativity with the gender difference? Hence, the present researcher considered this matter and wished to categorize the whole sample into two groups – ‘Boys’ and ‘Girls’.

Creativity which is latent in the child is capable of being developed. Normally distributed creativity among the children should not be allowed to be suppressed. A suitable stimulating

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environment should be created at least for retention of creativity in the children. Again, socio-economic condition of the family may create this type of stimulating environment. Halpin, Payne and Ellett (1973) found that socio-economic status positively related to the creativity of boys not girls. Also, in Indian Family Culture, unfortunately, yet, boys and girls are not treated in the same way in various aspects. So, children's creativity may be varied with their socio-economic status as well as gender difference. To verify the statement, the investigator has decided to take socio-economic status as the variable for this study.

### **Objectives of the Study**

Objectives of the present study were framed as follows :

1. To assess the verbal and non-verbal creativity of all the students in terms of fluency, flexibility and originality.
2. To study the gender difference in different components – fluency, flexibility and originality of both verbal and non-verbal creativity.
3. To study the difference between High and Low Socio-economic status group boys in different components – fluency, flexibility and originality of both verbal and non-verbal creativity.
4. To study the difference between High and Low Socio-economic status group girls in different components – fluency, flexibility and originality of both verbal and non-verbal creativity.
5. To study the relationship between socio-economic status and different components of both verbal and non-verbal creativity for boys.
6. To study the relationship between socio-economic status and different components of both verbal and non-verbal creativity for girls.

### **Hypotheses of the Study**

Criterion of creativity is an independent measure of Fluency, Flexibility and Originality under both verbal test and non-verbal test. Keeping in mind the objectives of the present study and findings of the review of related studies, the researcher formulated the following hypotheses:

- H<sub>1</sub> : There would be no significant difference between boys and girls in Fluency scores of verbal and non-verbal creativity.
- H<sub>2</sub> : There would be no significant difference between boys and girls in Flexibility scores of verbal and non-verbal creativity.
- H<sub>3</sub> : There would be no significant difference between boys and girls in Originality scores of verbal and non-verbal creativity.
- H<sub>4</sub> : There would be significant difference between High and Low Socio-economic Status group boys in Fluency, Flexibility and Originality scores of verbal and non-verbal creativity.
- H<sub>5</sub> : There would be significant difference between High and Low Socio-economic Status group girls in Fluency, Flexibility and Originality scores of verbal and non-verbal creativity.
- H<sub>6</sub> : There would be significant relationship between socio-economic status and components of verbal creativity (Fluency, Flexibility, Originality) for boys.
- H<sub>7</sub> : There would be significant relationship between socio-economic status and components of non-verbal creativity (Fluency, Flexibility, Originality) for boys.
- H<sub>8</sub> : There would be significant relationship between Socio-economic Status and components of creativity (Fluency, Flexibility, Originality) of both verbal and non-verbal creativity tests for girls.

### **Sample**

The sample consisted of 372 school going students of class VIII and class IX from eight different types (Boys', Girls', Co-ed.) of schools of district Nadia and North 24 Parganas. All the selected schools were of Bengali Medium under West Bengal Board of Secondary Education. There were 179 boys and 193 girls in the sample. Different types of schools were selected randomly from the both districts- according to a particular ratio.

### **Variables**

The main objectives of the study were: to identify the creative individuals, gender difference in creativity, relationship between socio-economic status and creativity of the students. Thus the

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variables for the study were :

**a) Dependent variables**

Dependent variables in the study were students' performance scores, on only three components of creativity, obtained from verbal and non-verbal creativity test:

- i) Fluency (verbal fluency, non-verbal fluency).
- ii) Flexibility (verbal flexibility, non-verbal flexibility).
- iii) Originality (Verbal originality, non-verbal originality).

**b) Independent variables**

There were two independent variables in the study: i) Socio-economic Status (High and Low) and ii) Gender (Boys and Girls).

**Tools and Techniques**

**1. Sarker's Creative Thinking Tests**

Sarker's Creative Thinking Tests were developed by Sarker, A. K. (1994), and could be administered to individuals at all educational levels above six years of age. The tests consisted of several test activities – verbal and non-verbal form. Both the non-verbal and verbal tests of creativity should be applied to measure creative thinking ability of an individual. Administration of tests and scoring procedure would be as the test manuals. These tests were standardized tests and its reliability and validity scores were in the test manuals. It included the followings:

**a) Verbal Test of Creativity**

- Game – 1 : Unusual Uses
- Game – 2 : Similarity Task
- Game – 3 : Consequences Tasks
- Game – 4 : Common Problem Tasks
- Game – 5 : Product Improvement Tasks

**b) Non-verbal Test of Creativity**

- Game – 1 : Circle Test
- Game – 2 : Incomplete Figures
- Game – 3(A) : Asking Questions
- Game – 3(B) : Asking Questions

**2. Sarker's Socio-economic Status Test**

Socio-economic Status Test was developed by Sarker, A. K. (1998). In this tool, parents' education, occupation, monthly income was included. At the same time, for family conditions, infrastructure and standard of living, several questions had been put in this tool. Besides these, materials possession in the family had also been considered in this tool. No doubt, it was a standardized test and its reliability and validity scores were kept in the test manual.

**Results**

The present study involved ANOVA, t-test and correlation techniques with independent variables Socio-economic Status(High & Low) and gender( Boys & Girls) and three dependent variables (viz., Fluency, Flexibility, Originality) of both Verbal and Non-verbal Creativity to analyze the obtained data, to interpret the results, to test the hypotheses and thereby to get the objectives of the present study.

The sample was divided into two groups in accordance with gender – Boys and Girls. The whole analysis was done with respect to this stratum. Data of both boy and girl groups were arranged according to their ascending Socio-economic Status. After that each group again was divided into three sub-groups viz., High SES, Middle SES and Low SES on the basis of 27% statistical rule. For that, out of 179 Boys and 193 Girls, sub-groups were as follows:



**Table 1. Frequencies of Boys Girls Groups for Independent Variable**

Group	Boys	Girls
High SES	49	52
Low SES	49	52
Middle SES	81	89
<b>Total</b>	179	193

The description of the scores of both verbal and non-verbal creativity (in its three dimensions) for Boys and Girls were stated below in the following Tables:

**Table 2. Descriptive Statistics of Creativity for Boys**

Sl. No.	Dimensions of Creativity	N	Range	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
1.	Fu_V.C	179	43	9	52	30.88	8.885	.018	-0.400
2	Fu_N.V.C	179	41	8	49	27.13	7.126	.303	0.350
3	Fx_V.C	179	29	2	31	14.89	6.601	.046	-0.371
4	Fx_N.V.C	179	30	1	31	14.87	5.248	.328	0.660
5	Or_V.C	179	50	7	57	31.44	11.165	-.031	-0.734
6	Or_N.V.C	179	54	3	57	26.66	10.289	.679	0.474

**Table 3. Descriptive Statistics of Creativity for Girls**

Sl. No.	Dimensions of Creativity	N	Range	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
1.	Fu_V.C	193	47	12	59	32.38	8.146	0.345	0.621
2	Fu_N.V.C	193	35	10	45	26.06	6.754	0.145	-0.144
3	Fx_V.C	193	42	1	43	16.41	6.913	0.891	1.674
4	Fx_N.V.C	193	25	4	29	13.45	4.731	0.239	-0.267
5	Or_V.C	193	75	6	81	33.71	12.656	0.840	1.820
6	Or_N.V.C	193	57	6	63	26.71	10.251	0.722	0.776

## Findings & Discussion

Some hypotheses were fixed up in this study and a few of them were accepted and rest of them was rejected on the bases of calculation of respective scores. Though the investigator considered independent variables- Socio-economic Status and gender only, he had total 8 hypotheses due to comparing in different points of view. The findings and discussions were stated below :

### Gender difference

- There was no significant difference between boys and girls in Fluency and Originality components of both verbal and non-verbal creativity.
- In flexibility component of creativity, there were significant differences existed between boys and girls. Girls were superior to boys in verbal Flexibility but boys were advanced to girls in non-verbal Flexibility.

The present study revealed that gender was not a contributing factor to creativity and its components (except flexibility) for both verbal and non-verbal creativity. In this study the two groups – boys and girls were different only in flexibility scores. But one of the two groups exceeded another in flexibility for verbal or non-verbal creativity. This indicated that one group (boys or girls) could not demand absolute superior to another in the dimension of flexibility. It might be concluded from the discussions that for both verbal and non-verbal creativity, the boys group had not absolute superiority with respect to the girls group in the dimensions of fluency, flexibility and originality.

### Relationships

- For boys, there was no significant difference between High group SES and Low SES in Fluency, Flexibility and Originality of both verbal and non-verbal creativity.
- For girls, the High SES group was significantly superior to the Low SES group in Fluency, Flexibility and Originality of both verbal and non-verbal creativity.

- For boys, there was positive significant relationship between SES and components of non-verbal creativity.
- For girls, there was positive significant between SES and components of both verbal and non-verbal creativity.

The study revealed that there was a positive significant relationship existed between Socio-economic Status and the components of verbal and non-verbal creativity. But, for boys group, in case of verbal creativity, there was no significant relationship existed between Socio-economic Status and the components – Fluency, Flexibility and Originality.

The present study also showed that for boys High Socio-economic Status group was not significantly differed from the Low Socio-economic Status group. It indicated that Socio-economic Status was not a factor in the development of creativity among the boys. Here, it can be said that exposure to outward world was similar for the boys of both High Socio-economic Status family and Low Socio-economic Status family in this society and culture. As a result, the development of creativity among the boys of both High SES and Low SES was similar.

It was also found in the present study that girls High Socio-economic Status families were significantly superior to the girls of Low Socio-economic Status families in Fluency, Flexibility and Originality of both verbal and non-verbal creativity. In this regard, it might be said that the nature of upbringing in the case of girls, was so much different for High SES families and Low SES families in this society and culture. The girls of High Socio-economic Status families might have more freedom to express themselves, to get more materials to play and to come out in the outer world, whereas the girls of Low Socio-economic Status families had to go through strict rules and pressure of this society.

## Conclusion

On the basis of the results, findings and discussions of the study, the present researcher concluded the followings:

1. Creativity is a special ability of human being and every man is more or less creative. This statement is supported by Murphy (1947) and Fliegler (1961).
2. Gender difference is not a contributing factor to the components of both verbal and non-verbal creativity. That is, the boys are not significantly superior to the girls in fluency, flexibility and originality scores of creativity. A healthy, stimulating family environment can promote the creative potential in the children irrespective of gender.
3. There is a positive significant relationship exists between Socio-economic Status and the components (Fluency, Flexibility, Originality) of both verbal and non-verbal creativity for girls groups. But, for the boys, High Socio-economic Status group is not significantly differed from the Low Socio-economic Status group in both verbal and non-verbal creativity. Boys of both High and Low Socio-economic Status families have the similar exposures to the outward world. Whereas the girls of High Socio-economic Status families enjoy more freedom and supportive environment than the girls of Low Socio-economic Status families in the society. Hence, the difference between the two groups (High and Low) Socio-economic Status families is significant for girls.

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## **A STUDY TO FIND OUT THE EFFECTS OF TRUANCY IN ACHIEVEMENT LEVEL OF STUDENT**

**Jayanta Acharya**

**Assistant Professor, Department of Education, Hope Institute of Bengal, B. Ed. Section,  
Howrah, West Bengal, Email : jayantaacharya16@yahoo.in**

### **ABSTRACT**

Regular attendance is an important factor in school success. There are a few children who flee from school or home giving no information to its teacher or parents. Fleeing from school or home without permission is called 'Truancy'. Truancy specially fleeing from school is an example of very common crime. There some children who are of weak health because of mal-nutrition or any other reason bear the symptoms of headache, pain of back-bone etc. For this, they do not feel interest in taking part in lesson. The prone to truancy is found among those students. There are some students who suffer from anxiety, depression and tension. A baseless lack of security always hunts them. Those students cannot adopt with the lesson of the class room. Besides, it is assumed that the learners have minimum mental ability for the learning of each class. But some learners have not such mental ability. So these learners flee from school because they cannot adjust with the lesson.

**Key Words :** Truancy, Academic Achievement

### **Introduction**

The behaviour of teacher is responsible for truancy. The emotional balance of some teacher s is so less that they become angry on the basis of common matter and they punish the learners for their futile crime. Besides this, some learners get punishment not for becoming of teacher. Naturally, the learners do not attend the class of the said teacher and they do not feel interest in coming to school. We have known about the demands in adolescent. So they expect the activities from school to fulfill those demands. Those expectation having not achieved they (the learners) do not feel interest in coming to school. Besides, the undisciplined atmosphere of the school, the quarrelsome situation of home, bad company etc. are responsible for truancy. The study of the students is extremely affected for truancy and the student cannot make expected result.

### **Emergence of the Problem**

The problem is noticed by the researcher while teaching. The presence of a few students is watched after the fifteen periods in the school. Or in the first period a few students were present but in the fourth period the 20% of the few students are found. Fleeing from school without permission is a principle problem. It is known about the problem after the discussion with the Headmaster, Asst. Headmaster and Asst. Teachers. The researcher makes a question airs to investigate the reason meticulously. There was some probable reason of the fleeing from school without permission in it. Truancy is not a good one for any student. These learners are the future of our country and society. They have many responsibilities. If the solution of the said problem is not done, the future life of the learner and other related subject will face a great problem.

### **Objectives of the Study**

1. To know the difference between Male & Female in respect of truancy score.
2. To know whether any relation exists between truancy score and the scores of achievement.

### **Hypothesis**

- H1) There exists no difference between boys and girls in respect of truancy.  
H2) There exists no co-relation between truancy score and achievement score of learners.

### **Limitation of the Study**

Although the investigator tried to proceed this study to the best of his effort sincerely but there are certain limitations as the study was conducted within the restricted scope and facilities. The limitations are :

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1. In the study 200 students were taken as sample from both genders. For more valid results the number of sample should be increased but it was not possible due to paucity of time.
  2. The achievement of different subjects could be assessed to get more specific results; it was not possible due to time constraint.

### **Definition of the Important Terms**

1. **Truancy** : Any unexcused absence from school is considered truancy, number of unexcused absence at which a student is considered legally truant.
2. **Academic Achievement** : It indicates the level of intellectual ability of an individual. It also means brightness in academic subjects. This academic brightness is developmental in nature. Academic Achievement of school pupils usually means achievements in all the school subjects. Academic Achievement has been defined by Kinkas and Kahin as an aspect of behaviors and an important respect to students who are engaged in the process of education and since it depends on its degree of effectiveness for maximum performance.

### **Method and Procedure**

#### **Sampling**

In case of selection of sample one technique of sampling was used, known as Purposive Sampling-to select District, Blocks and co-operating school. After selecting Howrah District, Avoy Charan High School at Sankrail Block was selected. School classes X & XI were selected purposively. Considering the time limit and other facilities 50 students from class X, 150 students from class XI were selected. 100 students are male and 100 students are female. Total  $100 \times 2 = 200$  sample.

#### **Variables of the Study**

The following variables were considered in the study :

1. Truancy
2. Academic Achievement.

Truancy is independent variables and academic achievement is the dependent variable.

#### **Tools**

Tool-questionnaire (close ended)

Questionnaire refers to device for securing answers to a series of questions by using a form, which the respondent fills in himself (Goods, Hatt (1952).

#### **Administration of Tools**

The investigation with the co-operation of the headmaster and other teachers of the school. Selected by the investigator fixed up the programme for administering the tools. After detailed discussion with the head master programmes of administration of tools.

#### **Collecting of Data**

The following scores were collected and made really for treatment.

1. Scores on truancy of 50 students from class X.
2. Scores on truancy of 150 students from class XI.
3. Scores on Academic Achievement of two hundred students from annual examination of class IX and Madhyamik result.

#### **Scoring**

The respondent is provided with four alternatives to give his responses ranking from most acceptable to least acceptable. If the respondent put (✓) mark for first alternative the scoring in 4, for second alternative the score is 3, for the third alternative score 2, for the fourth alternative score 1. The summated score of the entire sixteen items provide the total truancy score of an individual. A high score on this inventory indicates a higher truancy, while a low score shows low truancy.

**Data Analysis**  
**Data Summary :**

**Table 1.**

		Study Time			Study Room	
		2 hr	4 hr	6 hr	Yes	No
Upper middle class>Rs.25,000	11	1	2	8	11	1
Middle class<Rs. 25,000	20	3	7	10	17	3
Lower Middle class<Rs. 6000	149	49	60	40	25	124
None awareness about in family income	20	7	5	8	8	12
Total Student	200					

Source: Field Survey

The researcher has taken two hundred student of class X and XI for writing this article. Generally the students of these classes flee from school in the adolescent period. This is the main problem of the school for which the researcher has searched. The problem sixteen questions regarding this problem have been asked to the learners through the questionnaires. The learners have answered through the four point likert scale. The eighty percent learners of this school flee from school after Tiffin period without any reason .In the first question they have been asked if he/she does not want to stay in school as his/her friends do not stay for a long time. In reply the 55% learners have supported this statement. It is understood from this that they do not get energy to stay in school imitating their friends.

20% learners have told that they do not like the atmosphere of the school. The environment of the Institution is not clean and there are not good arrangements to sit in the class-room. They feel inconvenience if all the students attend the class. They do not feel easy to study. So they do not like to stay in school for a long time.

In the question there is another question if the teacher punishes the learners not for preparing the lesson for which they do not like to stay in the school for a long time. In reply no bold answer has been received. From this it is understood that the teacher does not normally punish the students or terrify them without any reason. This question has been asked in the questionnaire in three ways and the same answer has been received in each case.

But 60% learners have told that the teachers teach them in traditional way, they do not teach any new thing or there is no novelty in their teaching. So the learners have not so interest in the study and do not like to stay in school for a long time. The learning is a burden to them. 10% learners have informed that they do not get any favorite friends with whom they can share their words, distress, enjoyment, study and other thing. They feel loneliness so they do not want to stay in school for a long time.

The survey has been done among two hundred students. Among those students 74.5 % belong to poor family. Most of the students among them do not want to stay in the school on account of the family financial problem. Because going to home they involve in Zori work to remove the financial problem of the family. Besides, this area being minority of the flow of education is not reached there. Most of the students are the first generation learners. So their parents are not conscious of the truancy. Earning money is the tall talk for the financial problem. Besides, most of the students ` family members are excessive. So going to home quickly they start the Zori work.

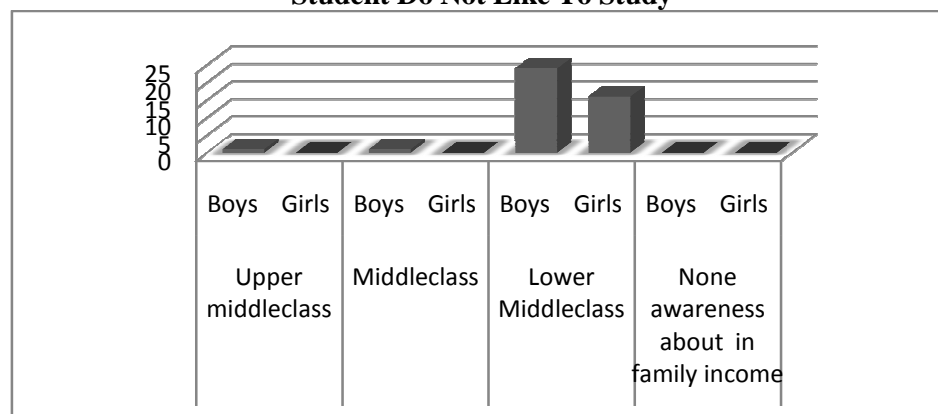
21% learners have informed that they do not like to study. So they do not wish to stay in school. Among them 20% learners belong to poor family. From this it is understood that poverty has killed their interest in education. Among the learners 12 % are boys and 8% are girls.

**Table 2.**

Upper middle class		Middle class		Lower Middle class		None awareness about in family income		Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	0	1	0	24	16	00	00	

Source : Field Survey

### Student Do Not Like To Study



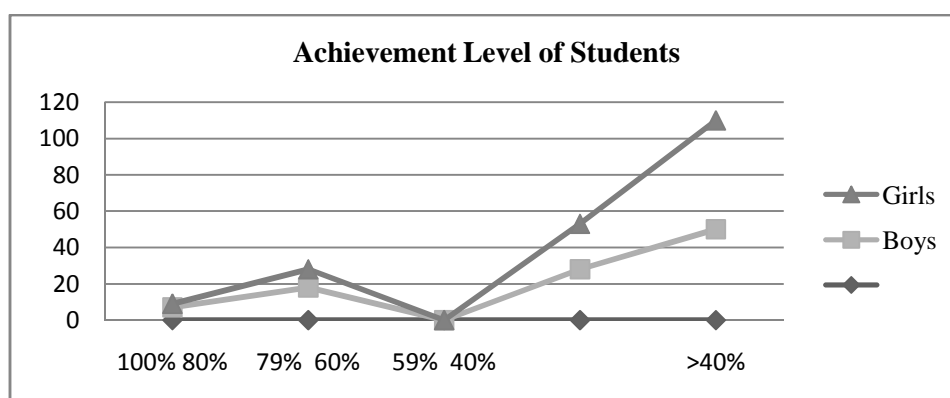
### Source Field Survey

5% students do not want to stay in school for a long time because their friends laugh at them for nothing. So they feel mental suffering and feel irritation to stay in school for a long time. 25 % students have informed that school has arranged no co-curricular activities in which they can participate and are flourished. There is the lack of trained teachers and curriculum in school. No cultural programme is organized except the annual sports. There is no library where they can spend time reading story books and other read books and can be developed. There are no sports materials which help them to play. The monotonous study is not good for them. So they do not wish to stay in school for a long time. 58 % students have informed that they cannot make good result in Annual examination. 55% learners have informed that they have passed the last Annual exam with 35% to 45% marks. The teachers do not encourage them to make a good result. So they are less interested in study and they do not wish to study in school.

Table 3.

Annul Result	100% 80%	79% 60%	59% 40%	>40%
Boys	7	18	28	50
Girls	2	10	25	60

Source: Field Survey

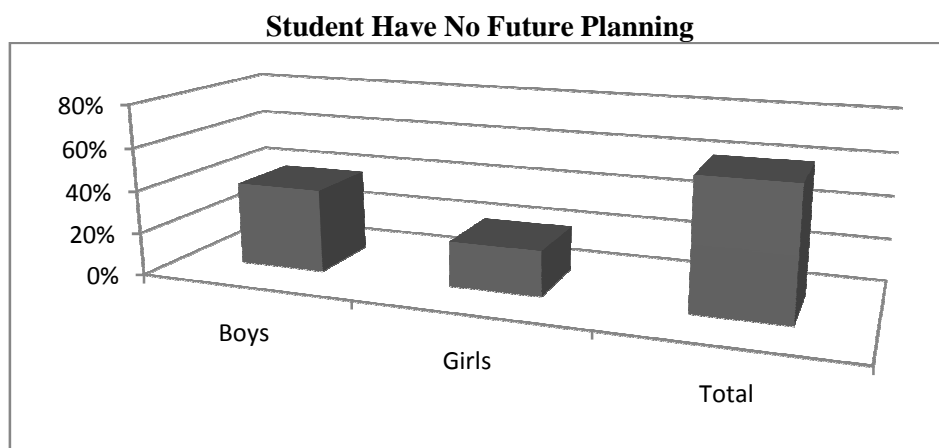


Besides, the teachers do not encourage the learners about their future planning, profession etc. The teachers even do not tell them how to achieve success. Hence, the learners have no clean conception to fulfil their aim or to be a good citizen. So they significance of education is not clear to them. So the learning in school is a burden to them and they do not want to stay in school. 60% students have informed this. Among the learners 39% boys and 21% are girls.

**Table 4.**

Boys	Girls	Total
39%	21%	60%

Source: Field Survey



38% students have told that they cannot listen to the teacher from the last benches in the class room and they cannot watch the teacher and naturally they cannot understand lesson meticulously. Besides, some teachers` voice is so low and 16% student informed that the class room is so small that they cannot sit well in the class room. So the lesson of school is irritating to them and do not like to stay in school.

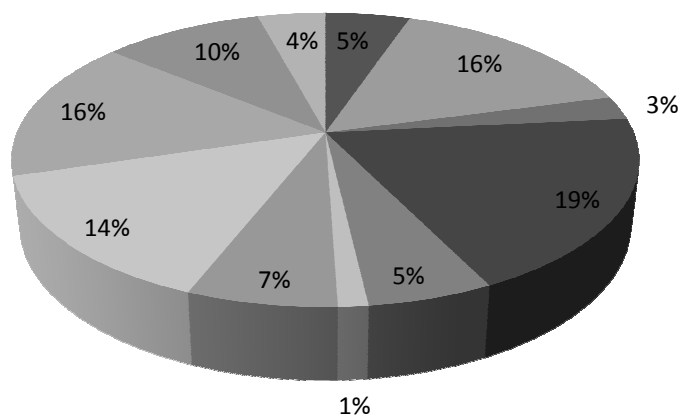
**Table 5.**

Causes of truancy	
Students don't like the environment of School.	20%
Teachers teach them in traditional way.	60%
They don't get any best friend.	10%
They don't want to stay in the School on account financial problem.	74%
They don't like to study.	21%
They feel mental suffering & file irritation for their friends.	5%
School has arranged no co-curricular activities	25%
They cannot make good result in annual exam	55%
The Teachers do not encourage the learner's about their future planning	60%
They cannot listen and watch to the Teachers form the last bench	38%
Class room is so small that the student cannot sit well	16%



### Causes of Truancy

- Student don't like the environment of School.
- Teachers teach them in traditional way.
- They don't get any best friend.
- They don't want to stay in the School on account financial problem.
- They don't like to study.
- They feel mental suffering & file irritation for their friends.
- School has arranged no co-curricular activities
- They cannot make good result in annual exam
- The Teachers do not encourage the learner's about their future planning
- They cannot listen and watch to the Teachers form the last bench
- Class room is so small that the student cannot sit well



### Symbols used for Statistical Table

N = number of sample, M = mean,  $\sigma$  = standard deviation, SED = standard error of difference between two means, t = critical ratio, df = degree of freedom, NS/S = not significant or significant.

### Analysis of Data and Major Findings

#### Showing the distribution of 'r' between score of achievement and score of truancy

	N	M	$\sigma$	SED	df	t	Level of Significance
Achievement	200	320.69	91.45	6.46	198	0.03935	No Significance
200	26.68	8.75	0.61				

There is no co-relation between score of achievement and score of truancy. So calculate value is less than table value that is why  $H_1$  is rejected (correlation = 0.03935).

#### Showing the distribution of 't' of Truancy with respect to sex of class X and XI

Truancy	N	M	$\sigma$	SED	df	t	Level of Significance
Boys	100	27.95	8.32	0.84	198	0.015842145	No Significance
Girls	100	25.41	9.11	0.92			

There is no difference between boys and girls in score of truancy. So calculate value is less than table value that is why  $H_2$  is rejected (t = 0.015842145).

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## Finding and Discussion

The findings :

1. Parents not notified of absence.
2. Teacher characteristics such as lack of respect for students and neglected of diverse student.
3. Unwelcoming atmosphere for example an unattractive facility or one with chronic maintenance problem.
4. Unsafe environment, for example a school with ineffective discipline policies where bullying is tolerated.
5. Student doesn't want to stay in the school on account financial problem.
6. Class room is so small that the student cannot sit well.
7. The teachers don't encourage the learner's about their future planning.

## Discussions

The study has been conducted to find out the relation between truancy and academic achievement among adolescence. In this connection one school was selected to complete the study with in a very limited time. All though the issue of the study was very important but due to the different constraints the study was restricted with the two classes.

The findings revealed that the boys and girls truancy is not significant difference whereas the no co-relation between boys and girls truancy score and academic achievement in the hypothesis we consider there is no difference between boys & girls in respect of truancy and there is no co-relation between truancy score and academic achievement of learners. Truancy is the important variable which has direct impact on academic achievement of students clearly revealed by the of the study.

## Educational Implication

1. The result of the study can be implemented in all H. S. school of West Bengal.
2. The result can be implemented in any stage of education.
3. The result of the study through help the teacher for effective teaching.

## Suggestions for Further Research

This study indicates the needs for conducting the research on the following to estimate a concrete generalization.

- 1) Studies may be conducted with different class of students.
- 2) Investigation may be done between rural and urban students.

Studies may be conducted with different system of schools.

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## CONCERNS FOR THE SUBALTERN : ARUNDHATI ROY'S THE GOD OF SMALL THINGS

**Md. Manirul Islam**

**Research Scholar, Department of English, Rabindra Bharati University, Kolkata, West Bengal**  
**Email : manirulbaduria@gmail.com**

### ABSTRACT

Arundhati Roy is one of the socially committed writers of India. She is widely known for her concerns for the dalits, untouchables and adivasis who are actually subalterns. She has raised her voice to support the interests of the subalterns in her creative writings. In her debut novel 'The God of Small Things' Arundhati Roy has expressed her serious thoughts for the powerless and deprived people.

**Key Words :** Subaltern, Untouchable, Paravan.

The word 'subaltern' originally means a junior officer in the British Army. The Italian Marxist Antonio Gramsci has coined and used the term in his Prison Notebooks to refer to groups or classes which are socially inferior and powerless. The word 'subaltern' now designates working class groups such as labourers and landless peasants. The subalterns belong to the margins of a society i.e. outside the power-structure of a society. Gayatri Chakravorty Spivak has popularized the term in her essay named 'Can the subaltern speak?' The subalterns are politically neglected, economically deprived and culturally backward people. Arundhati Roy (born in 1961) is a committed writer and a political activist. In her several literary works she has portrayed the suffering and miserable plight of the deprived and powerless subalterns. These powerless people may be untouchables or adivasis or women or children.

Arundhati Roy is well aware of the fact that caste system has been causing problems in Indian society from time immemorial. In the name of religion a large number of people have been kept isolated from the main-stream of the society. They are deprived in various ways. They are always humiliated and oppressed due to their untouchable identity. Various social movements like Arya Samaj, Brahma Samaj, Prarthana Samaj, Satyashodak Samaj, etc. have been launched and the personalities like B.R. Ambedkar, Mahatma Gandhi have fought against casteism. Even so many years after the independence of India that evil system cannot be eradicated. The Article 17 of the Indian constitution declares the practice of untouchability to be illegal; in 1989 Prevention of Atrocities Act has been passed to protect the dalits. But violence against the subaltern dalits is still rampant in every corner of democratic India.

Arundhati Roy's *The God of Small Things* (1997), the prestigious Booker Prize awarded novel deals with the social position of the untouchables or dalits. In Kerala the Paravans are considered untouchables. Velutha is a Paravan and therefore an untouchable. The novel depicts a conflict between Syrian Christians (formerly caste Hindus) and untouchable Paravans. Velutha, his parents and his brother have to suffer the brunt of untouchability. The novelist describes the suffering of the dalit Paravans through the depiction of the forbidden relation between Velutha who is a Paravan and Ammu who belongs to a Syrian Christian family.

Velutha seems to be the 'God' because he is a carpenter – a creator of small things. He is a craftsman and an expert mechanic even in his very young age. When Velutha is eleven, he becomes a little magician. He possesses the skill and ability to make intricate toys – tiny windmills, rattles, minute jewel boxes out of dried palm reeds. He can carve perfect boats out of tapioca stems and figurines on cashew nuts. When Velutha is fourteen, Johann Klein teaches him the art of carpentry. Velutha has also special knowledge of machines. He can repair radios, clocks and water pumps. Velutha has more knowledge about the machines in the factory than any other worker.

Velutha's father Vellya Paapen is very submissive by nature and he has a fear for his younger son Velutha. Vellya does not particularly know the reason why he is worried. But Vellya feels that it is "An unwarranted assurance. In the way he walked. The way he held his head. The quiet way he offered his suggestions without being asked. Or the quiet way in which he disregarded suggestions without appearing to rebel. While these were qualities that were perfectly acceptable, perhaps even

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desirable in Touchables, VellyaPaapen thought that in a Paravan they could (and would, and indeed, should) be construed as insolence.” (p. 76) Velutha is un-Paravan like. In Mulk Raj Anand’s novel *Untouchable* the protagonist Bakha is a rebel in mentality and hates the traditional system of caste but his father Lakha gives in to the system and he warns Bakha to obey the uppercaste Hindus. Bakha and Velutha are both untouchables and both suffer under the oppressive system of casteism.

The novelist refers to a bitter experience of Velutha when he was a boy. Then Velutha and his father used to go to the Ayemenem House to deliver the coconuts they had plucked from trees in the compound but they were not permitted to enter the house. During Mammachi’s girlhood some strict rules and restrictions were imposed on the Paravans and other untouchables:

Paravans were expected to crawl backwards with a broom, sweeping away their footprints so that Brahmins or Syrian Christians would not defile themselves by accidentally stepping into a Paravan’s footprint. In Mammachi’s time, Paravans, like other Untouchables, were not allowed to walk on public roads, not allowed to cover their upper bodies, not allowed to carry umbrellas. They had to put their hands over their mouths when they spoke, to divert their polluted breath away from those whom they addressed. (pp. 73-74)

The novelist has given a reference to the time of Velutha’s grandfather, Kelan. When the British came to Malabar, Kelan along with a number of Paravans, Pelayas and Pulayas embraced Christianity to escape from the curse of untouchability. They were provided with some food and money; so they became known as Rice-Christians: “It didn’t take them long to realize that they had jumped from the frying pan into the fire.” (p.74) Yet these Rice-Christians were kept isolated. Not only this, conversion deprived them of the Government benefits like job reservations or bank loans at low interest rates because “on paper, they were Christians, and therefore casteless.” (p.74)

However there occurs a misunderstanding between Velutha and his father: “Much to his mother’s dismay, Velutha began to avoid going home. He worked late. He caught fish in the river and cooked it on an open fire. He slept outdoors, on the banks of the river.” (p.77) Velutha disappears one day. For four years nobody knows where he goes. Velutha returns from exile after four years and Mammachi rehires him as the factory carpenter. Velutha is hated by his fellow workers for his Paravan identity. He is paid less by Mammachi as he is an untouchable. Velutha, however, secretly joins the Communist party. Velutha is very conscious of his duties and responsibilities towards the working class. He participates in the march organised by Travancore-Cochin Marxist-Labour Union. The comrades in Trivandrum march to the Secretariat and present the charter of people’s demands to comrade E.M.S.:

Their demands that paddy workers, who were made to work in the fields for eleven and a half hours a day from seven in the morning to six thirty in the evening – be permitted to take a one hour lunch break. That women’s wages be increased from one rupee twenty-five paise a day, to three rupees, and men’s from two rupees fifty paise to four rupees fifty paise a day. They were also demanding that Untouchables no longer be addressed by their caste names. They demanded not to be addressed as AchooParayan, or KelanParavan, or KuttanPalayan, but just as Achoo, or Kelan, or Kuttan. (p.69)

Velutha fights for the interest of his fellow workers and the honour of the untouchables. He is a rebel. Ammu is a very important character of the novel because her relation to Velutha brings about the tragic ending in the latter’s life. Ammu is the daughter of an entomologist. She is a victim of patriarchy and traditional system. She is not given the opportunity to continue her study. According to Ammu’s father Pappachi, a college education is merely ‘an unnecessary expense for a girl.’ (p.38) Ayemenem is a backward village of Kerala. So here Ammu has nothing to do but to do household works. To seek escape from her ill-tempered parents Ammu marries an assistant manager of a tea estate in haste. Soon she realizes that her husband is an alcoholic. Meanwhile the twins are born and Ammu leaves her husband and returns to her parents to avoid her husband’s evil proposal of offering her to Mr. Hollick, the English manager of the tea estate.

After her return to her parents’ house, Ammu realizes that she has no honourable shelter there. Baby Kochamma says that a married daughter has no position in her parents’ home, and a ‘divorced’ daughter has no position anywhere at all: “And as for a divorced daughter from a love marriage, well, words could not describe Baby Kochamma’s outrage. As for a divorced daughter from an intercommunity love marriage – Baby Kochamma chose to remain quiveringly silent on the subject.” (pp.45-46) Ammu’s brother Chacko also shows dissatisfaction.

Ammu's unhappiness and her hatred towards her close relatives gradually lead her to love Velutha. Moreover, Ammu's twins Estha and Rahel make intense friendship with Velutha; they like the company of Velutha. He teaches the children fishing and boating. Gradually Ammu and Velutha realize that they love each other deeply; and they together break the existing love laws of the society: 'The laws that lay down who should be loved, and how. And how much.' (p.33) The lovers now meet on the banks of the Meenachal at night secretly. The novelist has elaborately described their physical union. K.M. Pandey comments: "Ammu's effort to win love for herself can be interpreted as her protest against the existing laws of society. The God of Small Things undoubtedly exhales the spirit of the protest novels. It attacks the institutions of family, religion, politics and public administration." (Pathak: 83)

When the relation between a Syrian Christian woman and a Paravan has been discovered, Ammu is 'locked away like the family lunatic in a medieval household.' (p. 252) and Velutha has been dismissed from the factory. Baby Kochamma goes to the Kottayam police station and wrongly accuses Velutha of attempting to rape Ammu; she also connects Sophie Mol's death with the case to complicate the issue: "Baby Kochamma misrepresented the relationship between Ammu and Velutha, not for Ammu's sake but to contain the scandal and salvage the family reputation in Inspector Thomas Matthew's eyes." (p.259)

When Velutha is dismissed from the factory he goes to his party leader Comrade Pillai. But he is betrayed by the leader in the very critical moment of his life. Pillai tells Velutha: "It is not in the Party's interests to take up such matters. Individuals' interest is subordinate to the organization's interest. Violating Party Discipline means violating Party Unity." (p. 287) R.S. Sharma rightly says: "Even in a state ruled by Communists, this is not tolerated because the Ayemenem leader, Comrade Pillai in his heart of hearts, does not approve of the relationship between the woman of respectable family and the untouchable..... He is more interested in politicking and enhancing his power. For this purpose he is prepared to play a double game. On the one hand, he leaves Velutha in the lurch in a most critical moment; on the other, he executes his plan to destroy Chacko's business." (Sharma:50-51)

Velutha is severely tortured by police. His death in the police custody shows the inhuman and barbaric face of police:

His skull was fractured in three places. His nose and both his cheekbones were smashed, leaving his face pulpy, undefined. The blow to his mouth had split open his upper lip and broken six teeth, three of which were embedded in his lower lip, hideously inverting his beautiful smile. Four of his ribs were splintered, one had pierced his left lung, which was what made him bleed from his mouth. The blood on his breath bright red. Fresh. Frothy. His lower intestine was ruptured and haemorrhaged, the blood collected in his abdominal cavity. His spine was damaged in two places, the concussion had paralysed his right arm and resulted in a loss of control over his bladder and rectum. Both his knee caps were shattered. (p.310)

Amar Nath Prasad rightly says: "To sum up, Velutha is a socially discarded, politically neglected and physically tortured character who wants to rise above his stature but mercilessly put down to the lowly ground." (Prasad: 162) Velutha dies for loving a Syrian Christian woman and for belonging to Paravan community. He is betrayed by his party leader, is put in a critical position to fight against religion, tradition, society, politics and is brutally murdered by police. He is unable to fight against all these traditional institutions because he is a subaltern and powerless. He may be a rebel and a creative man but he is subject to succumb to traditional social laws. Children are considered to be helpless and they deserve sympathy or good behavior from the elders. But in *The God of Small Things* the innocent twins Estha and Rahel are exploited in several ways. They are neglected in their maternal grandparents' house. In a refreshment counter of Abhilash Talkies, Estha is abused by the seller of orange drink and lemon drink. It is illegal and immoral. Estha becomes the victim of the perverted desire of the cruel man. This event leaves a traumatic effect on Estha's mind. Again the twins have been badly affected by Velutha's death; the tragic consequence of Ammu-Velutha affair destroys the peace of the twins' childhood; they have been separated from each other and from their mother. So the helpless children of the novel have been mentally shocked. In the novel Arundhati Roy has presented women characters as victims of patriarchy. Mammachi is a victim of Pappachi's ill-temperament and despair. Ammu's suffering as a woman knows no limit. A woman is a subaltern in the sense that she is deprived of the privileges which a man is provided with. In the novel, Chacko, the brother of Ammu has been sent abroad for higher studies whereas Ammu's study

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has been stopped by her father. While Chacko's 'man's needs' have been satisfied by the female workers of his factory, Ammu's affair has been destroyed by all. After Velutha's death Ammu's condition gradually deteriorates. She dies at the age of thirty one, "Not old, not young, but a viable, die-able age." (p.161)

Arundhati Roy is a socially committed writer. In her essay 'The Greater Common Good' she has protested against the building of large dams on the Narmada river because this construction will displace millions of adivasis from their original living place. In another essay 'The End of Imagination' she has criticized the Indo-Pakistani nuclear arms race. She is conscious of the wretched condition of women and children in Indian society. She knows very well how untouchability still hampers the all-round development of India. So in *The God of Small Things* Arundhati Roy has raised her voice particularly against the oppressors who inflict inhuman torture upon the untouchables of Indian society. She aims at the emancipation of the dalits or untouchables and the powerless subalterns of India.

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## दिल्ली में माध्यमिक शिक्षा स्तर पर लिंगवार विद्यार्थी नामांकन की प्रवृत्ति का अध्ययन

डॉ. मुरलीधर मिश्रा

एसोशिएट प्रोफेसर, शिक्षा संकाय, वनस्थली विद्यापीठ, राजस्थान, Email : dr.mdm@live.com

सन्दीप कुमार

शोध छात्र, शिक्षा संकाय, वनस्थली विद्यापीठ, राजस्थान, Email : sandeepkumartgt@gmail.com

दिल्ली में विधान सभा के गठन के पश्चात् माध्यमिक शिक्षा स्तर पर छात्र और छात्राओं के नामांकन की प्रवृत्ति रही है? इस प्रश्न का उत्तर प्राप्त करने के लिए दिल्ली में माध्यमिक शिक्षा स्तर पर लिंगवार नामांकन की प्रवृत्ति का अध्ययन किया गया। इस विकासात्मक अध्ययन में दशकीय व त्रिवर्षीय औसत वृद्धि दर की गणना कर सारणी और रेखाचित्र निर्मित किये गये। प्रदत्तों का मात्रात्मक एवं गुणात्मक विश्लेषण करने से यह निष्कर्ष प्राप्त हुआ कि माध्यमिक कक्षाओं (9वीं से 12वीं) में छात्र और छात्रा दोनों के नामांकन में धनात्मक वृद्धि की प्रवृत्ति सतत् रही है। छात्र और छात्राओं दोनों के नामांकन में दूसरे दशक 2001-2010 में वृद्धि दर अपेक्षाकृत तीव्र रही है यहाँ तक कि दोनों का नामांकन 1993 के नामांकन की तुलना में लगभग दुगुना हो गया। दूसरे दशक 2001-10 में छात्रों के नामांकन में छात्राओं के नामांकन से अधिक वृद्धि हुई है।

**मुख्य शब्दावली :** दिल्ली, माध्यमिक शिक्षा स्तर पर, विकासात्मक अध्ययन, मात्रात्मक एवं गुणात्मक प्रदत्त

देश भर में प्रारम्भिक शिक्षा स्तर पर सर्व शिक्षा अभियान की मदद से पूर्ण नामांकन का लक्ष्य लगभग हासिल कर लिया गया है। राष्ट्रीय माध्यमिक शिक्षा अभियान के अन्तर्गत माध्यमिक शिक्षा में सन् 2017 तक 100 प्रतिशत नामांकन का लक्ष्य रखा गया गया है। दिल्ली सर्व शिक्षा अभियान की सफलता वाले अग्रणी राज्यों में से एक है। दिल्ली में सन् 1993 में पहली बार विधान सभा का गठन किया गया। दिल्ली शिक्षा सुधारों में भी अग्रणी राज्य रहा है। यहाँ देश के सभी प्रान्तों के लोग निवास करते हैं और जनसंख्या घनत्व भी सर्वाधिक है। माध्यमिक शिक्षा के विकास से सम्बद्ध अध्ययनों में देसाई, एस.एच. (1972), कौर, सुरिन्द्र पाल (1973), दास, एल. (1973), शास्त्री, वी.बी. (1980), पैकिएम, एस. (1982), जाला, जे. (1987), चौधरी, आर.बी. (1990), भारती, एल. डी. (1997), मुखोपाध्याय, मरमर (2002), नुना, अनिता (2007), सक्सेना, कृष्णा (2012) ने अपने अध्ययन अलग-अलग राज्यों में किये। दिल्ली से सम्बद्ध अध्ययनों में बक्शी, के.डी. (1965) ने शारीरिक शिक्षा, शर्मा, एस. पी. (1977) ने प्राथमिक शिक्षा तथा चढ़ा, संगीता (2001) ने पूर्व प्राथमिक शिक्षा के विकास को समझने के लिए अध्ययन किया। दिल्ली में विधान सभा के गठन के पश्चात् माध्यमिक शिक्षा स्तर पर लिंगवार नामांकन की प्रवृत्ति को समझने के लिए हुआ कोई अध्ययन शोधकर्ता द्वय को प्राप्त नहीं हुआ।

दिल्ली में विधान सभा के गठन के पश्चात् छात्र और छात्राओं के नामांकन में किस प्रकार परिवर्तन हुआ है, इससे सम्बन्धित अनेक प्रश्न दिमाग में उठते हैं। क्या दिल्ली में माध्यमिक शिक्षा स्तर पर लिंगवार नामांकन की प्रवृत्ति सतत् रही है? क्या इस स्तर पर छात्र और छात्राओं का नामांकन समान है? क्या सरकार द्वारा चलाई गई विभिन्न योजनाओं से छात्र और छात्राओं के नामांकन की दर में परिवर्तन आया है? क्या सर्व शिक्षा अभियान से माध्यमिक शिक्षा स्तर पर नामांकन में वृद्धि हुई है? छात्र-छात्राओं के नामांकन से सम्बद्ध इन सब प्रश्नों के उत्तर हेतु दिल्ली में माध्यमिक शिक्षा स्तर पर लिंगवार नामांकन की प्रवृत्ति का अध्ययन किया गया।

### 1. अध्ययन उद्देश्य

प्रस्तुत अध्ययन के लिए निम्न उद्देश्य निर्धारित किया गया—

दिल्ली राज्य में माध्यमिक शिक्षा स्तर पर (1993 से 2010 तक) लिंगवार नामांकन की प्रवृत्ति का अध्ययन करना।

### 2. अध्ययन परिसीमन

प्रस्तुत शोध अध्ययन को राष्ट्रीय राजधानी क्षेत्र दिल्ली में 1993 से 2010 तक औपचारिक शिक्षा के अन्तर्गत आने वाले राजकीय व मान्यता प्राप्त निजी माध्यमिक और वरिष्ठ माध्यमिक विद्यालयों (कक्षा 9 से 12 तक) में लिंगवार विद्यार्थी नामांकन के अध्ययन तक परिसीमित किया गया है।

### 3. अध्ययन प्रकृति एवं विधि

माध्यमिक शिक्षा स्तर पर लिंगवार नामांकन की प्रवृत्ति को एक इकाई के रूप में लेने पर यह एक वैयक्तिक तथा एक अवधि विशेष (1993 से 2010 तक) में लिंगवार नामांकन की प्रवृत्ति का विश्लेषण होने के

कारण यह एक विकासात्मक अध्ययन है।

#### 4. प्रदत्त संकलन

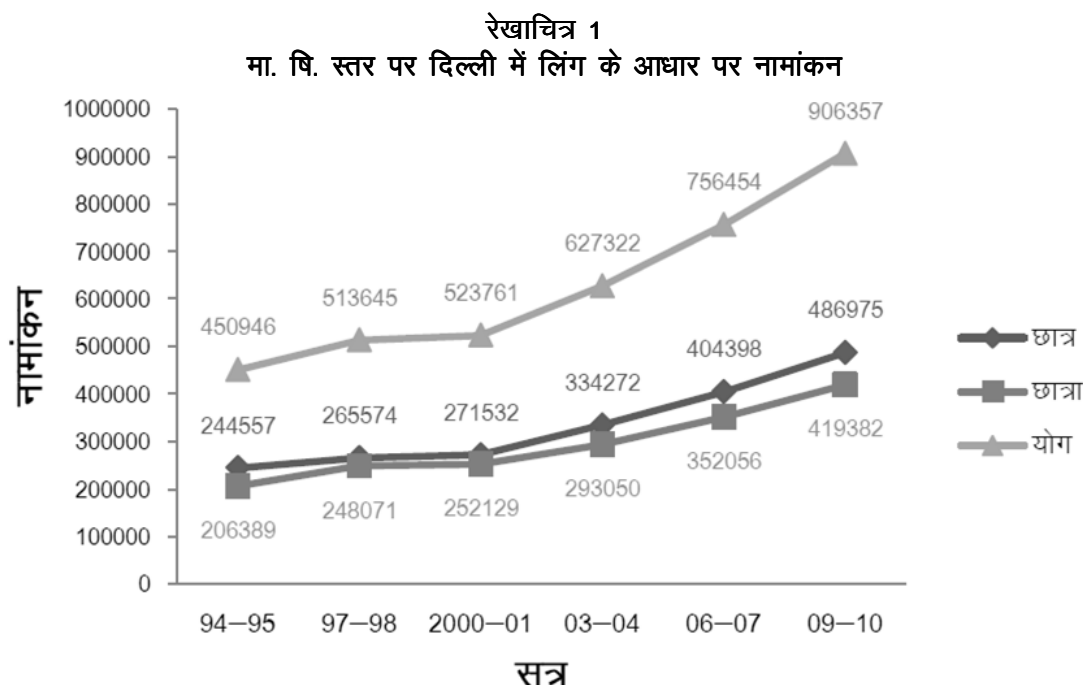
माध्यमिक शिक्षा स्तर पर लिंगवार नामांकन के समय श्रेणी प्रदत्तों प्रदत्तों का संकलन प्राथमिक और द्वितीयक स्रोतों से किया गया। संख्यात्मक प्रदत्त सरकारी कार्यालयों के प्रतिवेदनों और अभिलेखों से लिए गए। प्रदत्तों का संकलन अनेक प्रविधियों— हस्तलिखित, प्रपत्र पर हाथ से अंकन, अभिलेखों प्रतिवेदनों की फोटो प्रति, प्रतिवेदनों की प्रकाशित प्रति प्राप्ति अथवा कम्प्यूटर से सॉफ्टकॉपी से किया गया। प्राप्ति प्रदत्तों से आवश्यकतानुसार सारणीयन किया गया। लिंगवार नामांकन की प्रवृत्ति से जुड़े विभिन्न पहलुओं को जानने के लिए विशेषज्ञों के रूप में 20 अध्यापकों, 10 प्राचार्यों व सम्बद्ध 5 शिक्षाविदों के विचार वर्णनात्मक (गुणात्मक) रूप से प्राप्त किए गए।

#### 5. प्रदत्त विश्लेषण प्रक्रिया

माध्यमिक शिक्षा स्तर पर लिंगवार नामांकन के प्रदत्तों का सारणीयन और विश्लेषण हेतु सन् 1993 से सन् 2010 तक के माध्यमिक शिक्षा स्तर पर लिंगवार नामांकन के प्रदत्तों को अध्ययन सुविधा के लिए तीन-तीन वर्षों के अन्तराल पर छः (6) समय श्रेणी बिन्दुओं (1994-95, 1997-98, 2000-01, 2003-04, 2006-07, 2009-10) में वर्गीकृत किया गया। सत्र 1993 एवं 1994 के उपलब्ध प्रदत्तों में लगभग समानता होने के कारण आन्तरिक वैधता को ध्यान में रखते हुए 'समय श्रेणी विश्लेषण' का आरम्भ सत्र 1994-95 से किया गया। चूँकि अध्ययन की आलोच्य अवधि का विस्तार 1993 से 2010 तक है इसलिए लिंगवार दशकीय नामांकन की प्रवृत्ति का अध्ययन करने के लिए आलोच्य अवधि को दो तार्किक कालखण्डों— 1993 से 2000 को प्रथम/पहला दशक एवं 2001-2010 को द्वितीय दशक के रूप में वर्गीकृत कर कुल, दशकीय, व त्रिवर्षीय औसत वृद्धि दर की गणना कर सारणी और रेखाचित्र निर्मित किये गये।

#### 6. प्रदत्त विश्लेषण एवं व्याख्या

दिल्ली में मा. शि. स्तर पर लिंगानुसार नामांकन की प्रवृत्ति का अध्ययन करने हेतु रेखाचित्र 1 व सारणी 1 का निर्माण किया गया।





**सारणी 1. मा. शि. स्तर पर दिल्ली में लिंग के आधार पर नामांकन**

सत्र	छात्र नामांकन		छात्रा नामांकन	
	संख्या में वृद्धि	वृद्धि दर	संख्या में वृद्धि	वृद्धि दर
1994-95	244557	—	206389	—
1997-98	+21017	+8.60	+41682	+20.20
2000-01	+5958	+2.25	+4058	+1.64
2003-04	+62740	+23.10	+40921	+16.23
2006-07	+70126	+21.00	+59006	+20.14
2009-10	+82577	+20.42	+67326	+19.12
<b>कुल वृद्धि दर</b>				
1993-2010	+242418	+99.13	+212993	+103.20
<b>दशकीय वृद्धि दर</b>				
1993-2000	+26975	+11.03	+45740	+22.17
2001-2010	+215443	+79.35	+167253	+66.34

उपर्युक्त रेखाचित्र 1 व सारणी 1 के अध्ययन से यह पता चलता है कि सभी बिन्दु वर्षों में छात्र-छात्राओं के नामांकन में वृद्धि दर धनात्मक रही। सत्र 1997-98 में छात्रा नामांकन में वृद्धि छात्र नामांकन में वृद्धि से अधिक रही। जबकि बाद के वर्षों में छात्र नामांकन में वृद्धि अधिक हुई। सत्र 2009-10 में छात्र-छात्राओं के नामांकन में वृद्धि अधिकतम रही। प्रथम दशक 1993-2000 में छात्रा नामांकन की दर छात्र नामांकन से अधिक रही। दूसरे दशक 2001-2010 के दौरान छात्र नामांकन में वृद्धि दर अपेक्षाकृत अधिक +79.35 प्रतिशत रही। छात्रा नामांकन में वृद्धि दर +66.34 प्रतिशत रही। नामांकन में कुल वृद्धि पर दृष्टिपात करने से ज्ञात होता है कि छात्र और छात्रा के नामांकन में वृद्धि दर क्रमशः +99.13 प्रतिशत और +103.20 प्रतिशत रही। छात्रा नामांकन में वृद्धि दर अपेक्षाकृत अधिक रही परन्तु यह संख्या में छात्र नामांकन से कम रही।

### निष्कर्ष-विवेचना

दिल्ली में लिंग के आधार पर मा. शि. स्तर पर कुल विद्यार्थी नामांकन का विश्लेषण करने से यह निष्कर्ष प्राप्त हुआ है कि माध्यमिक कक्षाओं (9वीं से 12वीं) में छात्र और छात्रा दोनों के नामांकन में सतत धनात्मक वृद्धि की प्रवृत्ति रही है। छात्र और छात्राओं दोनों के नामांकन में दूसरे दशक 2001-2010 में वृद्धि दर तीव्र रही है यहाँ तक कि दोनों का नामांकन 1993 के नामांकन की तुलना में लगभग दुगुना हो गया। दूसरे दशक 2001-10 में छात्राओं के नामांकन से छात्रों के नामांकन में अधिक वृद्धि हुई है। विशेषज्ञों के अनुसार छात्र नामांकन छात्रा नामांकन से अधिक होने के कई कारण रहे हैं जिनमें दिल्ली में पुरुष लिंगानुपात अधिक होना, अभिभावकों द्वारा लड़कों की शिक्षा पर अधिक बल देना है। जबकि बालिकाओं की संख्या में कम वृद्धि के कारण सामाजिक भेदभाव, लड़कियों की कम उम्र में शादी, बालिका शिक्षा हेतु छात्रा विद्यालयों की संख्या कम होना, विद्यालयों में छात्राओं के लिए भौतिक सुविधाओं का कम होना और परिवहन की समस्या तथा लड़कियों के सीमित शैक्षिक उद्देश्य होना है। इस प्रकार दूसरे दशक में छात्राओं के नामांकन में अपेक्षाकृत कम वृद्धि होना और छात्र-छात्रा में नामांकन में अन्तर का बढ़ना चिन्ताजनक है। अतः इस तरफ ध्यान दिये जाने की आवश्यकता है और छात्राओं हेतु अधिक विद्यालय खोले जाने की आवश्यकता है।

### 7. अनुशांसा एवं सुझाव

प्रस्तुत शोधकार्य में दिल्ली में मा. शि. स्तर पर लिंगवार नामांकन का अध्ययन किया गया। शोधकार्य से प्राप्त निष्कर्षों के आधार पर इस अध्ययन के निम्नलिखित निहितार्थ हो सकते हैं—

1. दिल्ली सरकार ने गुणवत्तापूर्ण व सभी को शिक्षा उपलब्ध कराने और नामांकन बढ़ाने के लिए माध्यमिक स्तर पर कई प्रोत्साहक योजनाएँ तथा कार्यक्रम चलाये हैं। शैक्षिक उन्नति हेतु योजनाएँ एवं कार्यक्रमों का नियोजन व क्रियान्वयन पर्याप्त सावधानी से होना चाहिए। शैक्षिक उन्नति हेतु योजनाएँ एवं कार्यक्रमों की निर्मिति राज्य की तात्कालिक और दीर्घकालिक आवश्यकताओं तथा शैक्षिक गुणवत्ता को दृष्टिगत रख होनी चाहिए।
2. मा. शि. स्तर पर पुस्तक बैंकों का सुदृढीकरण, ग्रामीण क्षेत्रों की बालिकाओं (छात्राओं) के लिए निःशुल्क परिवहन सुविधाएँ, निःशुल्क वेशभूषा देना, व्यावसायिक शिक्षा, विभिन्न प्रकार की छात्रवृत्तियाँ, बालिका छात्रावास योजना, माध्यमिक स्तर पर विकलांगों के लिए समावेशी शिक्षा (आई.ई.डी.एस.एस.), सूचना एवं संचार प्रौद्योगिकी की केन्द्र प्रायोजित योजना (आई.सी.टी.), राष्ट्रीय साधन-सह-योग्यता छात्रवृत्ति योजना

(एन.एम.एम.एस.), राष्ट्रीय मा. शि. के लिए लड़कियों को प्रोत्साहन योजना (एन.एस.आई.जी.एस.ई.) जैसी योजनाओं का विस्तार किया जाना चाहिए ताकि छात्र-छात्राओं के नामांकन एवं ठहराव में और वृद्धि हो सके। 3. दिल्ली में माध्यमिक कक्षाओं में छात्राओं का अनुपात छात्रों से कम है। यह सुखद उपलब्धि नहीं है। अतः माध्यमिक कक्षाओं में छात्राओं का अनुपात बढ़ाये जाने के प्रयास किये जाने चाहिए। इसके लिए कमजोर आर्थिक स्थिति वाले उच्च जनसंख्या घनत्व वाले क्षेत्रों के पास में सरकार द्वारा नये बालिका विद्यालयों की स्थापना की जानी चाहिए। शिक्षकों को भी इस स्तर पर छात्रा नामांकन बढ़ाने हेतु प्रयासरत होना चाहिए।

इस प्रकार प्रस्तुत अध्ययन द्वारा दिल्ली में माध्यमिक शिक्षा छात्र-छात्राओं के नामांकन में सुधार लाने के लिए नीति एवं कार्यक्रम बनाने में सहायता मिल सकती है। माध्यमिक शिक्षा स्तर पर छात्र-छात्राओं के नामांकन की समस्याओं के प्रकटीकरण अथवा उभरे पहलुओं से शोधकर्ताओं, शिक्षाविदों, प्रशासकों एवं नियोजकों को सहायता मिल सकती है।

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## গৌতম মতে অর্থ

সুমন্ত ঘোষ বাগ

দর্শন বিভাগ, ডি. এন. সি. কলেজ, অরঙ্গাবাদ, মুর্শিদাবাদ।

বাংলায় একটি প্রবাদ আছে ‘অর্থই অনর্থের মূল’। এখানে ‘অর্থ’ বলতে হয়ত টাকা-পয়সা, সহায়-সম্পত্তিকে বোঝানো হয়েছে। অর্থ নিয়ে হানা-হানি, মারা-মারির পরিপেক্ষিতেই হয়তো এই প্রবাদের উদ্ভব। সমাজ জীবনে মানুষ যেসব বিষয় নিয়ে হানা-হানিতে লিপ্ত হয়, তার মধ্যে টাকা-পয়সা, সহায়-সম্পত্তিই যে প্রধান তাতে কোনো সন্দেহ নেই। এ প্রবাদের অর্থ বা ব্যাখ্যা বা যৌক্তিকতা এই প্রবন্ধের আলোচ্য বিষয় নয়। প্রবাদটি এই কারণেই উল্লেখ করা হল যে, ‘অর্থ’ শব্দটি অনেকার্থক এবং তার সঠিক অর্থ না ধরতে পারলে অনর্থই ঘটে থাকে। যেমন, ‘পুরুষার্থ’, ‘অর্থশাস্ত্র’, ‘অর্থবাদ’ প্রতিটি ক্ষেত্রেই ‘অর্থ’ শব্দটির ভিন্ন প্রয়োগ ঘটেছে। পুরুষের অর্থকে বলা হয় পুরুষার্থ। আবার, অর্থ পুরুষার্থ-চতুষ্টয়ের অন্যতম পুরুষার্থ। ‘অর্থ’ শব্দ দিয়ে গ্রন্থের নামকরণেরও প্রবণতা লক্ষ্য করা যায়; যেমন, কৌটিল্যের ‘অর্থশাস্ত্র’, লৌগাক্ষি ভাস্করের ‘অর্থসংগ্রহ’ প্রভৃতি। কৌটিল্য তাঁর অর্থশাস্ত্রে দ্ব্যুপাধিকারকেই অর্থ বলেছেন।<sup>১</sup> লৌগাক্ষি ভাস্কর তাঁর ‘অর্থসংগ্রহ’ গ্রন্থে ‘অর্থ’ বলতে পদের বোধিত বিষয়কেই (পদার্থ) বুঝিয়েছেন।<sup>২</sup> আবার অমরকোষেও বলা হয়েছে - শব্দের যা অভিধা ও অন্যান্য বৃত্তিলভা অর্থ তাই অর্থ।<sup>৩</sup> ভাষা দর্শনেও অর্থ ভিত্তিক বহুবিধ পদ লক্ষ্য করা যায়। যেমন, ‘পদার্থ’ (পদের অর্থ), ‘বাচ্যার্থ’, ‘অভিধেয়ার্থ’, ‘শকার্থ’, ‘লক্ষ্যার্থ’ প্রভৃতি। ‘অর্থ’ শব্দের এই বিস্তৃত পরিসরের মধ্যে বিচরণ না করে বর্তমান প্রসঙ্গে সীমিত পরিসরে মহর্ষি গৌতমকে অনুসরণ করে ‘অর্থ’ শব্দের যথার্থ মানে খোঁজা হবে।

বস্তুবাদী ন্যায় ও বৈশেষিক দর্শনে এমন কোন পদার্থ থাকতে পারে না যা জ্ঞান-নিরপেক্ষ। এই দিক থেকে ন্যায় সম্মত ষোড়শ পদার্থ এবং বৈশেষিক সম্মত সপ্ত পদার্থ, যা ন্যায় মতেরও অবিরুদ্ধ সবকিছুই হল জ্ঞেয়। অতএব, এসকল বিষয়ই হল অভিধেয় বা অভিধেয়ার্থ। ন্যায় দর্শনে প্রমাণাদি ষোড়শ তত্ত্বকে বলা হয়েছে পদার্থ। এই ষোড়শ পদার্থের অন্যতম পদার্থ প্রমেয় পদার্থের ব্যাখ্যায় ন্যায়সূত্রকার চতুর্থ প্রমেয়রূপে পুনরাবৃত্তি অর্থের উল্লেখ করেছেন।<sup>৪</sup> সেই অর্থকে ব্যাখ্যা করতে গিয়ে রূপাদি পঞ্চ ইন্দ্রিয়গ্রাহ্য গুণকেই তিনি অর্থ বলেছেন। আবার মহর্ষি কণাদ দ্রব্য, গুণ ও কর্ম - কেবল এই তিনটি পদার্থকেই ‘অর্থ’ বলেছেন।<sup>৫</sup> আচার্য প্রশস্তপাদ সেই মতেরও অনুগামী।<sup>৬</sup> শিবাচার্যও ব্যোমবতীটিকায় ঐ মতের অনুবর্তন করেছেন।<sup>৭</sup> উদয়নও কিরণাবলী গ্রন্থে বলেছেন যে, “নিরূপপদেনার্থশব্দেন দ্রব্যাদয়স্ত্রয় এবাভিধীয়ন্তে, নাপরে, এষ এব স্ব-সময়ো বৈশেষিকাণাং স্বশাস্ত্রে ব্যবহারলাঘবায়”।<sup>৮</sup> অর্থাৎ অর্থান্তর-বোধকশব্দান্তরের যোগ না থাকলে সাধারণত অর্থশব্দ হতে দ্রব্য, গুণ এবং কর্ম এই ত্রিবিধ অর্থই বোধিত হয়ে থাকে। উক্ত ত্রিবিধ অর্থই অর্থ শব্দের শক্তি। বিভিন্ন প্রসঙ্গে ‘অর্থ’ শব্দের এই বিভিন্ন প্রয়োগ থেকে স্বাভাবিকভাবেই প্রশ্ন ওঠে যে, ‘অর্থ’ শব্দের দ্বারা আমরা প্রকৃতপক্ষে কি বুঝব? এই প্রশ্নের উত্তর খোঁজার আগে ন্যায়-বৈশেষিক দর্শনে বিভিন্ন প্রসঙ্গে অর্থের কয়েকটি প্রয়োগ লক্ষ্য করা যেতে পারে-

### পদার্থ

একটি পদের দ্বারা যে বিষয়কে জানা হয় বা একটি পদ যে বিষয়কে বোঝায় সেটিই হল ঐ পদের অর্থ বা পদার্থ। মহর্ষি গৌতম তাঁর প্রথম অধ্যায়ের প্রথম সূত্রে ষোলটি পদার্থের উল্লেখ করতে গিয়ে বলেছেন, “প্রমাণ-প্রমেয়-সংশয়-প্রয়োজন-দৃষ্টান্ত-সিদ্ধান্তাবয়ব-তর্ক-নির্ণয়-বাদ-জল্প-বিতণ্ডা-হেতুভাসচ্ছল-জাতি-নিগ্রহস্থানানাং-

তত্ত্বজ্ঞানানিঃশ্রেয়সাধিগমঃ”।<sup>৯</sup> অর্থাৎ, গৌতমের মতে প্রমাণ, প্রমেয়, সংশয়, প্রয়োজন, দৃষ্টান্ত, সিদ্ধান্ত, অবয়ব, তর্ক, নির্ণয়, বাদ, জল্প, বিতণ্ডা, হেতুভাস, ছল, জাতি ও নিগ্রহস্থান - এই ষোলটি পদার্থ তত্ত্বজ্ঞান বা নিঃশ্রেয়সের উপযোগী। অপরদিকে আচার্য প্রশস্তপাদ পদার্থধর্মসংগ্রহ গ্রন্থে ষষ্ঠ ভাব পদার্থের সাধর্ম্য ও বৈধর্ম্যের তত্ত্ব জ্ঞানকেই নিঃশ্রেয়সের হেতু বলেছেন। তিনি বলেছেন, “দ্রব্যগুণকস্মসামান্যবিশেষসমবায়ানাং যগ্নাং পদার্থানাং সাধর্ম্যবৈধর্ম্য তত্ত্বজ্ঞানং নিঃশ্রেয়সহেতুঃ”।<sup>১০</sup> উল্লেখ যে, প্রশস্তপাদাচার্য কেবল ষষ্ঠ ভাব পদার্থেরই উল্লেখ করেছেন। এর সঙ্গে অভাব পদার্থকে যুক্ত করে বৈশেষিক সম্মত সপ্ত পদার্থকেই গ্রহণ করতে হয়। ন্যায়-বৈশেষিক দর্শনে এই পদার্থগুলিই হল ‘তত্ত্ব’। সৎ পদার্থকে সৎ ভাবে জানা এবং অসৎ পদার্থকে অসৎ ভাবে জানার নামই হল তত্ত্বজ্ঞান। ন্যায় দর্শনে উক্ত পদার্থগুলির তত্ত্বজ্ঞানকে মোক্ষ লাভের উপযোগী বলা হয়েছে।

প্রমেয়ার্থ

ন্যায় দর্শনে স্বীকৃত ষোড়শ পদার্থের মধ্যে প্রমের দ্বিতীয় পদার্থ। চতুর্বিধ প্রমাণের সাহায্যে যথাযথ ভাবে উপলব্ধি যে সকল পদার্থকে মোক্ষলাভের সহায়ক বলা হয়েছে সেই পদার্থ গুলিই প্রমের। মহর্ষি গৌতম পুনঃপ্রায় তাঁর ন্যায়সূত্রের প্রথম অধ্যায়ের প্রথম আস্থিকের নবম সূত্রে প্রমেরের পরিচয় দিতে গিয়ে বলেছেন- “আত্মা-শরীরেন্দ্রিয়ার্থ-বুদ্ধি-মনঃ-প্রবৃত্তি-দোষ-প্রত্যভাব-ফল-দুঃখাপবর্গাস্তু প্রমেরম্”।<sup>১১</sup> অর্থাৎ আত্মা, শরীর, ইন্দ্রিয়, অর্থ, বুদ্ধি, মন, প্রবৃত্তি, দোষ, প্রত্যভাব ফল, দুঃখ, এবং অপবর্গ - এই বারোটি হল প্রমের যা সাক্ষাৎ মোক্ষের জনক। গৌতম মতে ষোড়শ পদার্থই ন্যায় দর্শনে অর্থ (পদস্য অর্থঃ)। দ্বাদশ প্রমেরার্থ প্রমের পদার্থেরই উপবিভাগ মাত্র। লক্ষণীয় যে, দ্বাদশ প্রমেরার্থের তালিকায় চতুর্থ প্রমেরার্থরূপে সূত্রকার অর্থকে পুনঃপ্রায় স্বতন্ত্রভাবে উল্লেখ করেছেন। এরূপ উল্লেখের প্রয়োজন কি তা চিন্তনীয়।

ইন্দ্রিয়ার্থ

ইন্দ্রিয়গ্রাহ্য পদার্থকে বলা হয় ইন্দ্রিয়ার্থ। মহর্ষি গৌতম অর্থকে চতুর্থ প্রমের রূপে স্বীকার করেছেন এবং এই অর্থ যে ইন্দ্রিয়ার্থ একথা প্রকাশ করতে গিয়ে প্রথম অধ্যায়ের প্রথম আস্থিকে চৌদ সংখ্যক সূত্রে বলেছেন - “গন্ধরসরূপস্পর্শশব্দাঃ পৃথিব্যাদিগুণাস্তদার্থাঃ”।<sup>১২</sup> অর্থাৎ গন্ধ, রস, রূপ, স্পর্শ ও শব্দ - এই পাঁচটি হল ‘অর্থ’ শব্দ বাচ্য। মূলতঃ তিনি এখানে ইন্দ্রিয়গ্রাহ্য গুণকেই ‘অর্থ’ শব্দের দ্বারা গ্রহণ করেছেন। এজন্য তিনি সূত্রে বলেছেন ‘তদার্থাঃ’, এবং ‘পৃথিব্যাতির গুণাঃ’ পদের দ্বারা পৃথিব্যাদির গুণী দ্রব্য এবং তার গুণ যে ভিন্ন পদার্থ তা সূচিত হয়েছে। ন্যায়ভাষ্যকারও বলেছেন যে, পঞ্চভূতের মধ্যে যে যে গুণ ব্যবস্থিত আছে সেই গুণ সমূহ (গন্ধ, রস, রূপ, স্পর্শ ও শব্দ) যথাক্রমে ইন্দ্রিয়বর্গের অর্থ বা ইন্দ্রিয়ার্থ। ন্যায় মঞ্জরীকার জয়ন্ত ভট্ট মনে করেন যে, মহর্ষি গৌতম “গন্ধরসরূপস্পর্শশব্দাঃ পৃথিব্যাদিগুণাস্তদার্থাঃ” এই সূত্রে বহিরিন্দ্রিয়গ্রাহ্য রূপরসাদি পঞ্চগুণকে ‘অর্থ’ শব্দের পারিভাষিক অর্থ এবং “চেষ্টেন্দ্রিয়ার্থশ্রয়ঃ শরীরম্”<sup>১৩</sup> এই সূত্রে সুখ-দুঃখকে ‘অর্থ’ শব্দের পারিভাষিক অর্থ বললেও প্রত্যক্ষের লক্ষণ-সূত্র(১/১/৪) পর্যালোচনা করলে বোঝা যায় যে, সেখানে সন্নিবিষ্ট ‘অর্থ’ শব্দের কেবলমাত্র ঐগুলি পারিভাষিক অর্থ নয়। কারণ সেক্ষেত্রে জাত্যাদির প্রত্যক্ষে অব্যাপ্তি দোষ ঘটে থাকে। জয়ন্ত ভট্টের মতে, গন্ধত্ব প্রভৃতি নিজ নিজ জাতি-বিশেষিত গন্ধ, রস, রূপ, স্পর্শ ও শব্দ এবং তাদের আশ্রয় পৃথিবী, জল ও তেজস্বরূপ দ্রব্য এবং তদাশ্রিত সংখ্যা প্রভৃতি গুণ ও উৎক্ষেপণ প্রভৃতি কর্ম এবং তৎস্থিত জাতি ‘অর্থ’ শব্দের প্রতিপাদ্য।<sup>১৪</sup>

যেসকল বিষয়ের ত্বক এবং চক্ষু এই উভয় বহিরিন্দ্রিয়ের দ্বারা প্রত্যক্ষ হয়, তারা অর্থ। ( অর্থাৎ গন্ধ প্রভৃতি পঞ্চগুণ-ভিন্ন অন্যান্য গুণ মাত্রই যে ‘অর্থ’ শব্দ প্রতিপাদ্য, তা নয় এবং দ্রব্যমাত্র বা ক্রিয়ামাত্রই ‘অর্থ’ শব্দ প্রতিপাদ্য নয়। গন্ধ প্রভৃতি পঞ্চগুণ এবং যাদের ত্বক ও চক্ষু এই উভয় ইন্দ্রিয় দ্বারা প্রত্যক্ষ হয়, তারা ‘অর্থ’ শব্দ প্রতিপাদ্য। গন্ধাদিব্যতিরিক্ত তাদৃশ উভয়েরিন্দ্রিয় গ্রাহ্য বিষয় এবং গন্ধাদি পঞ্চগুণ, ‘অর্থ’ শব্দ প্রতিপাদ্য, এবং তৎসহ অভাবও ‘অর্থ’ শব্দ প্রতিপাদ্য। কারণ তা নিঃসন্ধিভাবে প্রত্যক্ষাদি প্রমাণের গ্রাহ্য হয়ে থাকে। বিভিন্ন অর্থের সহিত ইন্দ্রিয়ের সন্নির্কর্ষ ছয় প্রকার।

বিভিন্ন অর্থের মধ্যে কেবলমাত্র দ্রব্য চক্ষুরিন্দ্রিয় বা তগিন্দ্রিয়ের দ্বারা সংযোগরূপ সন্নির্কর্ষের সাহায্যে গৃহীত হয়। তৎসমবেত রূপত্ব প্রভৃতি জাতি সংযুক্ত-সমবেত-সমবায়রূপ সন্নির্কর্ষের সাহায্যে গৃহীত হয়ে থাকে। সমবায়রূপ সন্নির্কর্ষবশত শব্দ গৃহীত হয়। শব্দত্বের সমবেত-সমবায়রূপ সন্নির্কর্ষের সাহায্যে প্রত্যক্ষ হয়ে থাকে। চক্ষু প্রভৃতি ইন্দ্রিয়ের সহিত সংযুক্ত ভূতলাদির বিশেষত্ববশত অভাবের প্রত্যক্ষের কথা বলা হয়েছে। যেমন, এই স্থানে ঘট নাই। সুতরাং জয়ন্ত ভট্টের মতে, বহিরিন্দ্রিয়গ্রাহ্য এবং মনোগ্রাহ্য সকল বিষয়ই ‘অর্থ’ শব্দের প্রতিপাদ্য। এই অভিমত গৌতম সম্মত বলেই ন্যায়মঞ্জরীকার জয়ন্ত ভট্ট মনে করেন।<sup>১৫</sup> এখন দেখা যাক, এই পাঁচটি ইন্দ্রিয়ের গ্রাহ্য অর্থ কোনগুলি।

### দ্রাণেন্দ্রিয়ের দ্বারা গ্রাহ্য অর্থ

‘জিহ্বাতি অনেন’ - এইরূপ ব্যুৎপত্তি অনুসারে গন্ধ গ্রাহক ইন্দ্রিয়ই দ্রাণ নামক ইন্দ্রিয়। দ্রাণ ইন্দ্রিয়ের গ্রাহ্য বিষয় হল গন্ধ ও গন্ধত্বজাতি। গন্ধ হল পৃথিবীর বিশেষ গুণ।

### রসেন্দ্রিয়ের দ্বারা গ্রাহ্য অর্থ

‘রসয়তি অনেন’- এইরূপ ব্যুৎপত্তি অনুসারে রসগ্রাহক ইন্দ্রিয়ই রসনা নামক ইন্দ্রিয়। রসেন্দ্রিয়ের বিষয় হল রস ও রসত্বজাতি। রস হল জলের বিশেষ গুণ।

## চক্ষুরিন্দ্রিয়ের দ্বারা গ্রাহ্য অর্থ

‘চক্ষে অনেন’ - এইরূপ ব্যুৎপত্তি অনুসারে রূপগ্রাহক ইন্দ্রিয়ই চক্ষুরিন্দ্রিয়। চক্ষুরিন্দ্রিয়ের গ্রাহ্য বিষয় হল রূপ, রূপত্বজাতি এবং রূপবান্ দ্রব্য। রূপ হল তেজ দ্রব্যের বিশেষ গুণ।

## কর্ণেন্দ্রিয়ের দ্বারা গ্রাহ্য অর্থ

‘শ্রুণোতি অনেন’- এইরূপ ব্যুৎপত্তিবশতঃ ‘শ্রোত্র’ নামক ইন্দ্রিয়ই কর্ণেন্দ্রিয়। কর্ণেন্দ্রিয়ের গ্রাহ্য বিষয় হল শব্দ ও শব্দত্বজাতি। শব্দ হল আকাশের বিশেষ গুণ।

## ত্বক্ ইন্দ্রিয়ের দ্বারা গ্রাহ্য অর্থ

‘ত্বক্স্থান’ অর্থাৎ চর্ম্ম যার স্থান বা আধার এমন ইন্দ্রিয়ই ত্বক্। ত্বক্ ইন্দ্রিয়ের বিষয় হল স্পর্শ, স্পর্শত্বজাতি এবং স্পর্শবান্ দ্রব্য। স্পর্শ হল বায়ুর বিশেষ গুণ।

এখানে উল্লেখ করা যেতে পারে যে, মহর্ষি “গন্ধরসরূপস্পর্শশব্দাঃ পৃথিব্যাদিগুণাস্তদর্থাঃ” এই সূত্রে কেবলমাত্র পাঁচটি বহিরিন্দ্রিয় গ্রাহ্য বিশেষ গুণকেই অর্থ বলেছেন। ইন্দ্রিয়গ্রাহ্য গন্ধত্বাদি জাতি এবং রূপবান্ ও স্পর্শবান্ দ্রব্যও ইন্দ্রিয়গ্রাহ্য। কিন্তু এগুলি তিনি ঐ সূত্রে উল্লেখ করেন নি। তাছাড়া সুখ-দুঃখাদি গুণ ও আত্মা দ্রব্য অন্তরিন্দ্রিয়গ্রাহ্য। কিন্তু তিনি এগুলিরও কোন উল্লেখ করেন নি।

## অভিধেয়ার্থ

প্রত্যেক শব্দেরই একটি সর্বজন প্রসিদ্ধ(প্রথমোপস্থিত) অর্থ আছে। সূর্য, চন্দ্র, জল, মনুষ্য প্রভৃতি শব্দ উচ্চারণ মাত্রই সর্বজন প্রসিদ্ধবশতঃ নিজ নিজ অর্থ বুঝিয়ে থাকে। বিশেষ শব্দ যে ব্যাপারের সাহায্যে এরূপ লোকপ্রসিদ্ধ মুখ্য অর্থকে বোঝায়, সেই ব্যাপারই ‘অভিধা’ নামে পরিচিত। এই অভিধা শক্তি বা সংকেত নামেও কথিত হয়। সুতরাং, পদের শক্তিলভ্য অর্থ হল অভিধেয় এবং এই শক্তিরূপ বৃত্তির বিষয়ত্বই হল অভিধেয়ার্থ।

## বাচ্যার্থ

ভাষা দর্শনের আঙিনায় ‘অর্থ’ শব্দটি বাচ্যার্থরূপেই অধীক পরিচিত। একটি পদের দ্বারা যে অর্থ বাচ্য তাই হল বাচ্যার্থ। বক্তার দ্বারা প্রযুক্ত নির্দিষ্ট শব্দের মাধ্যমে শ্রোতা নির্দিষ্ট কোন পদার্থের জ্ঞান লাভ করে থাকেন, অর্থাৎ বক্তার দ্বারা উচ্চারিত শব্দ শ্রবণের মাধ্যমে শ্রোতার শব্দবোধ ঘটে। কিন্তু যে কোন পদ শ্রবণের মাধ্যমে শ্রোতার যে কোন পদার্থের বোধ অর্থাৎ শব্দবোধ ঘটে না। নির্দিষ্ট কোন পদ শ্রবণের মাধ্যমেই নির্দিষ্ট কোন পদার্থের জ্ঞান শ্রোতার হয়ে থাকে। ‘ঘট’, ‘গরু’, ‘বৃক্ষ’ প্রভৃতি পদ এদের নিজ নিজ বিশেষ বিশেষ অর্থকেই বোঝায়। তাই একটি পদ উচ্চারিত হওয়ায় পর ঐ পদের দ্বারা যে নির্দিষ্ট বাচ্য অর্থটিকে নির্দেশ করে তাহল ঐ পদের বাচ্য অর্থ তথা বাচ্যার্থ। নৈয়ায়িকগণ বাচ্য অর্থের বাখ্যা দিতে গিয়ে একদিকে যেমন পদের বাস্তব সত্তা স্বীকার করেছেন, অন্যদিকে পদার্থের বাস্তব সত্তাকেও গ্রহণ করেছেন। এই মতে জগতে প্রতিটি পদার্থেরই নামপদ বা সমাখ্যা পদ আছে এবং ঐ পদের দ্বারা বস্তু অভিহিত হয়ে থাকে। ‘গরু’ একটি পদ, তার পাশাপাশি আছে বস্তু জগতে বিশেষ আকৃতি ও গোত্ব জাতিবিশিষ্ট এক প্রকার প্রাণী। ঐ বিশেষ প্রকার জাতি ও আকৃতিবিশিষ্ট প্রাণীটি হল ‘গো’ পদের অর্থ তথা বাচ্যার্থ।

পদ তার সমুদায় শক্তি ও অবয়ব শক্তি দ্বারা পদার্থকে বোঝায়। কিন্তু বাচ্যার্থ কোনো নিবিশেষ বস্তু নয়। তাই প্রশ্ন ওঠে কোন বিশেষণ-বিশিষ্ট বিষয়টিকে বাচ্যার্থ বলা হয়? যদি ‘গো’ পদটির কথাই ধরি তাহলে ‘গো’ - পদটির দ্বারা বোধিত হয় কোনটি ? গো-এই ব্যক্তিটি, গো এই আকৃতিটি, নাকি গোত্বজাতিটি অথবা গোত্বজাতি ও আকৃতিবিশিষ্ট গো ব্যক্তিটি। এই প্রশ্নের উত্তর পূর্বে দেখে নেওয়া যাক ব্যক্তি, আকৃতি ও জাতি বলতে মহর্ষি কি বুঝিয়েছেন? ন্যায়সূত্র গ্রন্থে মহর্ষি দ্বিতীয় অধ্যায়ের দ্বিতীয় আহ্নিকে ৬৭ সংখ্যক সূত্রে ‘ব্যক্তি’-র লক্ষণ দিতে গিয়ে বলেছেন, “ব্যক্তিগুণবিশেষাশ্রয়ো মূর্তিঃ”।<sup>৬৬</sup> অর্থাৎ, মহর্ষির মতে, গুণ বিশেষের আশ্রয় যে মূর্তি তাই ব্যক্তি। এই সূত্রের ব্যাখ্যায় ন্যায়ভাষ্যকার বলেছেন “যা আকৃতি বিশিষ্ট দ্রব্য বিশেষ তাই ব্যক্তি”। ন্যায় সূত্রের দ্বিতীয় অধ্যায়ের দ্বিতীয় আহ্নিকে ৬৮ সংখ্যক সূত্রে ‘আকৃতির’ লক্ষণ বলতে গিয়ে মহর্ষি বলেছেন, “আকৃতিজ্ঞাতিলিঙ্গাখ্যা”।<sup>৬৭</sup> অর্থাৎ আকৃতি বিশেষের দ্বারা গোত্বাদি জাতি বিশেষণের বোধ হওয়ায় আকৃতি জাতির ব্যঞ্জক হয়। তাই আকৃতি হল জাতিলিঙ্গ। ‘জাতিলিঙ্গ’ আখ্যা অর্থাৎ সংজ্ঞা যার, সে হল আকৃতি। ভাষ্যকার ও বার্তিককার সূত্রে জাতি লিঙ্গ এই স্থলে দ্বন্দ্ব সমাসকে আশ্রয় করে যার দ্বারা জাতি ও লিঙ্গ অর্থাৎ ঐ জাতির লিঙ্গ আখ্যাত হয়, তাই আকৃতি এরূপ কথাই বলেছেন। ব্যক্তি ও আকৃতির ন্যায় জাতিও পদের বাচ্যার্থ হয়। অর্থাৎ গো ব্যক্তি ও গো আকৃতির ন্যায় গোত্ব জাতিও ‘গো’ পদের বাচ্যার্থ। গৌতম দ্বিতীয় অধ্যায়ের দ্বিতীয় আহ্নিকে ৬৯ সংখ্যক সূত্রে জাতির লক্ষণ দিতে

গিয়ে বলেছেন, “সমানপ্রসবাত্মিকা জাতিঃ”।<sup>১৮</sup> অর্থাৎ যা বিভিন্ন অধিকরণ সমূহে সমান বুদ্ধি উৎপন্ন করে, যার দ্বারা বহু পদার্থ পরস্পর ব্যাবৃত হয় না, যে পদার্থ অনেক পদার্থে প্রত্যয়ানুবৃত্তির অর্থাৎ একাকার জ্ঞানের নিমিত্ত, তাই সামান্য এবং যে পদার্থ কোন পদার্থসমূহের অভেদ ও কোন পদার্থ সমূহ হতে ভেদ করে, অর্থাৎ ঐরূপ অভেদ ও ভেদের সাধক হয়, সেই সামান্য-বিশেষ জাতি। মহর্ষির মতে গোত্র প্রভৃতি জাতি তার সমস্ত আশ্রয়ে সমানবুদ্ধি প্রসব করে, এজন্য জাতিকে বলা হয়েছে ‘সমানপ্রসবাত্মিকা’।

এখন প্রশ্ন হল ব্যক্তি, আকৃতি ও জাতির মধ্যে বাচ্যার্থ কখন কোনটিকে বোঝায়? এর উত্তরে মহর্ষি বলেছেন প্রাধান্য ও অপ্রাধান্যের অনিয়মের দ্বারা বাচ্যার্থ বিশিষ্ট হয়। অর্থাৎ যে সময়ে কোন একটি ব্যক্তিকে অন্য ব্যক্তি থেকে ভেদ বোঝাতে চাই অর্থাৎ যখন পদের দ্বারা ব্যক্তি বিশেষের অর্থের বোধ হয়, তখন ব্যক্তিই প্রধান, জাতি ও আকৃতি অপ্রধান। কিন্তু যে সময়ে ব্যক্তি বিশেষের ভেদ বোঝাতে না চেয়ে, ব্যক্তির সামান্যতঃ বোধ হয়, তখন জাতি প্রধান, ব্যক্তি ও আকৃতি অপ্রধান। আবার যখন পদের দ্বারা ব্যক্তি বিশেষের আকৃতির বোধ হয়, তখন আকৃতিই প্রধান, জাতি ও ব্যক্তি অপ্রধান।

উপরিউক্ত আলোচনার পরিপেক্ষিতে ‘অর্থ’ শব্দের দ্বারা আমরা প্রকৃতপক্ষে কি বুঝব? -পূর্বে উদ্ধৃত এই প্রশ্নের উত্তর এখন অনুসন্ধান করা যেতে পারে। ন্যায় মতে প্রমাণাদি ষোড়শ পদার্থ এবং দ্রব্যাদি সপ্ত পদার্থই অর্থ অর্থাৎ জ্ঞেয় বা জ্ঞানের বিষয় হতে পারে, তেমনই বিশেষ বিশেষ ক্ষেত্রে বিশেষ বিশেষ পদার্থ সমূহকেও মহর্ষি অর্থ বলেছেন। নিঃশ্রেয়সের উপযোগী ষোড়শ পদার্থ যেমন অর্থ, তেমনই দ্বাদশ প্রমেয়ও অর্থ। আবার অন্যতম প্রমেয় হিসাবে ঘ্রাণাদি গুণ সমূহও অর্থ। আবার বাচ্যার্থের দিক থেকে যেহেতু দ্রব্য, গুণ ও কর্ম এই তিনটি পদার্থই জাতিমান সেইজন্য হয়তো কণাদ এই তিনটিকেই অর্থ বলেছেন। পুনঃরায় পদের শক্তির দ্বারা যেহেতু ব্যক্তি, আকৃতি ও জাতি বোধিত হয়, সেহেতু এগুলিও ‘অর্থ’ পদ বাচ্য।

সামান্য কখন ও বিশেষ কখনের রীতি ন্যায়-বৈশেষিক দর্শনে বিভিন্ন ক্ষেত্রে পরিলক্ষিত হয়। যেমন, প্রমাণ এবং প্রমেয়ের মধ্যে ষোড়শ পদার্থের অন্তর্ভাব ঘটলেও তাদের পৃথক কখন ন্যায় দর্শনে লক্ষ্য করা যায়। হয়তো এই রীতি অনুসরণ করেই ন্যায়-বৈশেষিক আচার্যগণ বিভিন্ন প্রসঙ্গে অর্থের কখন ভিন্ন ভিন্ন ভাবে প্রকাশ করেছেন। তবে ন্যায়-বৈশেষিক মতে অর্থ সর্বত্রই বাস্তবিকভাবে অস্তিত্বশীল পদার্থ বা বস্তুর্থ।

### তথ্যসূত্র

১. অনাদি কুমার মহাপাত্র ও প্রদুম্ন বন্দ্যোপাধ্যায়, ভারতীয় রাষ্ট্র দর্শন, পৃ: ১০৫, থেকে উদ্ধৃত।
২. লৌগাক্ষি ভাস্কর, বিরচিত অর্থসংগ্রহঃ, স্বামী ভর্গানন্দ, পৃ: ০২, থেকে উদ্ধৃত।
৩. কাব্য প্রকাশ মন্মট, কল্পিকা মুখোপাধ্যায় কৃত বঙ্গানুবাদসহ (প্রথম খণ্ড), পৃ: ২১ থেকে উদ্ধৃত।
৪. ন্যায়সূত্র গৌতম, সূত্র ১/১/৯, ফণিভূষণ তর্কবাগীশ কৃত বঙ্গানুবাদসহ (প্রথম খণ্ড), পৃ: ১৯৭ থেকে উদ্ধৃত।
৫. বৈশেষিক সূত্র কণাদ, সূত্র ৮/২/৩ প্রদ্যোত কুমার মন্ডল কৃত বৈশেষিক দর্শন, পৃ: ১৮ থেকে উদ্ধৃত।
৬. প্রশস্তপাদের দর্শন, প্রদ্যোত কুমার মন্ডল, পৃ: ১৩ থেকে উদ্ধৃত।
৭. ন্যায়মঞ্জরী জয়ন্ত ভট্ট, পঞ্চানন তর্কবাগীশ কৃত বঙ্গানুবাদসহ, অমিত ভট্টাচার্য, পৃ: ৩৬৪ থেকে উদ্ধৃত।
৮. ন্যায়মঞ্জরী জয়ন্ত ভট্ট, পঞ্চানন তর্কবাগীশ কৃত বঙ্গানুবাদসহ, অমিত ভট্টাচার্য, পৃ: ৩৬৪ থেকে উদ্ধৃত।
৯. ন্যায়সূত্র গৌতম, ফণিভূষণ তর্কবাগীশ কৃত বঙ্গানুবাদসহ (প্রথম খণ্ড), পৃ: ১৮-১৯ থেকে উদ্ধৃত।
১০. প্রশস্তপাদের দর্শন, প্রদ্যোত কুমার মন্ডল, পৃ: ১৩ থেকে উদ্ধৃত।
১১. ন্যায়সূত্র গৌতম, ফণিভূষণ তর্কবাগীশ কৃত বঙ্গানুবাদসহ (প্রথম খণ্ড), পৃ: ১৯৭ থেকে উদ্ধৃত।
১২. ন্যায়সূত্র গৌতম, ফণিভূষণ তর্কবাগীশ কৃত বঙ্গানুবাদসহ (প্রথম খণ্ড), পৃ: ২১৮ থেকে উদ্ধৃত।
১৩. ন্যায়সূত্র গৌতম, ফণিভূষণ তর্কবাগীশ কৃত বঙ্গানুবাদসহ (প্রথম খণ্ড), পৃ: ২১২ থেকে উদ্ধৃত।
১৪. “ইন্দ্রিয়ানি ঘ্রাণরসননয়নস্পর্শনশ্রোত্রানি পৃথিব্যাভূতপঞ্চকপ্রকৃতিনি বক্ষ্যন্তে। অর্থাৎ গন্ধরসরূপস্পর্শশব্দা গন্ধত্বাদিস্বজাত্যবচ্ছিন্নাস্তদধিকরণানি পৃথিব্যাপ্তেজাৎসি দ্রব্যানি, তদধিষ্ঠানাঃ সংখ্যাদয়ো গুণাঃ, উৎক্ষেপণাদীনি কর্মানি, তদবৃত্তানি সামান্যানি, যেষাং স্পর্শনেন চক্ষুষা গ্রহণাৎ কণরততমতে নিরূপিতং তেহর্থাঃ”। - ন্যায়মঞ্জরী জয়ন্ত ভট্ট, পঞ্চানন তর্কবাগীশ কৃত বঙ্গানুবাদসহ, অমিত ভট্টাচার্য, পৃ: ৩৬৩ থেকে উদ্ধৃত।
১৫. ন্যায়মঞ্জরী জয়ন্ত ভট্ট, পঞ্চানন তর্কবাগীশ কৃত বঙ্গানুবাদসহ, অমিত ভট্টাচার্য, পৃ: ৩৬৩ থেকে উদ্ধৃত।
১৬. ন্যায়সূত্র গৌতম, ফণিভূষণ তর্কবাগীশ কৃত বঙ্গানুবাদসহ (দ্বিতীয় খণ্ড), পৃ: ৫১০ থেকে উদ্ধৃত।
১৭. ন্যায়সূত্র গৌতম, ফণিভূষণ তর্কবাগীশ কৃত বঙ্গানুবাদসহ (দ্বিতীয় খণ্ড), পৃ: ৫১১ থেকে উদ্ধৃত।
১৮. ন্যায়সূত্র গৌতম, ফণিভূষণ তর্কবাগীশ কৃত বঙ্গানুবাদসহ (দ্বিতীয় খণ্ড), পৃ: ৫১৪ থেকে উদ্ধৃত।

## গ্রন্থপঞ্জী

১. কর গঙ্গাধর (মে ২০০৩), শব্দার্থসম্বন্ধ সমীক্ষা, সংস্কৃত পুস্তক ভান্ডার, কলকাতা, প্রথম সংস্করণ, ।
২. তর্কবাগীশ ফণিভূষণ (১৯৮১), ন্যায়দর্শন, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, ১ম -৫ম খণ্ড, কলকাতা, জুলাই ।
৩. তর্কবাগীশ ফণিভূষণ (১৯৭৮), ন্যায়পরিচয়, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, কলকাতা।
৪. ভট্টাচার্য্য রবীন্দ্রনাথ (২০০৯), শব্দার্থতত্ত্ব, স্বদেশ কলকাতা ।
৫. ভট্টাচার্য্য শ্রীমোহন ও ভট্টাচার্য্য দীনেশচন্দ্র শাস্ত্রী (১৯৭৮) ভারতীয় দর্শন কোষ, ১ম । খণ্ড সংস্কৃত কলেজ, কলকাতা
৬. মণ্ডল প্রদ্যোত কুমার (জুন ২০০৪), বৈশেষিক দর্শন, প্রগ্রেসিভপাবলিশার্স, কলকাতা, প্রথম প্রকাশ।
৭. মুখোপাধ্যায় কল্লিকা (২০০২), কাব্য প্রকাশ, শ্রীলক্ষী প্রেস, বোলপুর।
৮. সান্যাল ইন্দ্রানী ও শর্মা রত্নাদত্ত (১৪১৫), ধর্মনীতি ও শ্রুতি, সেন্টার অব এ্যাডভান্সড স্টাডি ইন ফিলসফি যাদবপুর বিশ্ববিদ্যালয়, যাদবপুর বিশ্ববিদ্যালয় সহযোগে মহাবোধী বুক এজেন্সি।
৯. মণ্ডল প্রদ্যোত কুমার (২০১১), প্রশস্তপাদের দর্শন, রাজ্য পুস্তক পর্ষৎ।
১০. ভট্টাচার্য্য রবীন্দ্রনাথ (২০০৮), শব্দতত্ত্ব, স্বদেশ কলকাতা।
১১. ভট্টাচার্য্য অমিত (২০০৬), ন্যায়মঞ্জরী জয়ন্ত ভট্ট, পঞ্চানন তর্কবাগীশ কৃত বঙ্গানুবাদসহ, সংস্কৃত বুক ডিপো, কলকাতা, প্রথম প্রকাশ ।
১২. গোস্বামী নারায়ণ চন্দ্র (আশ্বিন ১৪১০), তর্ক সংগ্রহ, সংস্কৃত পুস্তক ভান্ডার, কলকাতা। তৃতীয় সংস্করণ ।
১৩. মণ্ডল নীলিমা পৌষ ১৪০৯, শব্দবোধে ব্যুৎপত্তিবাদ প্রসঙ্গ, শরৎ বুক ডিস্ট্রিবিউটার্স, কলকাতা, প্রথম প্রকাশ।
১৪. কর গঙ্গাধর (জানুয়ারী ২০০৯), তর্কভাষা, দ্বিতীয় খণ্ড, সেন্টার অব এ্যাডভান্সড স্টাডি ইন ফিলসফি যাদবপুর বিশ্ববিদ্যালয়, যাদবপুর বিশ্ববিদ্যালয়, প্রথম প্রকাশ।
১৫. মণ্ডল প্রদ্যোত কুমার (আগস্ট ২০০৮), ভারতীয় দর্শন, প্রগ্রেসিভপাবলিশার্স, কলকাতা, তৃতীয় সংস্করণ, ।
১৬. ভট্টাচার্য্য অমিত (মে ২০০৩), ন্যায়বৈশেষিকের ভাষা, সংস্কৃত বুক ডিপো, কলকাতা, প্রথম সংস্করণ ।
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## স্বদেশী আন্দোলন ও দেশীয় শিল্পদ্যোগ : একটা পুনর্মূল্যায়ন

Tamal Krishna Saha

স্বাধীন গবেষক, Narua Panchanantala, Green Park, Chandannagar, West Bengal

Email : tksaha86@gmail.com

ঔপনিবেশিক ইংরেজ শাসনের বিরুদ্ধে ধারাবাহিক বিপ্লবপ্রতি প্রতিবাদে পঞ্চমুখ বাঙালী জাতিকে পুনরায় চরম প্রতিবাদের রাস্তায় নামতে বাধ্য করে বিংশ শতকের প্রথম পর্বে ইংরেজ কৃত বঙ্গ বিভাজন। ১৯০৫ খ্রিস্টাব্দের ১৯-সে জুলাই ভারত সরকার সিমলায় বঙ্গকে কেটে দুটুকরো করার কথা আনুষ্ঠানিক ভাবে ঘোষণা করলে বাঙালী জাতি তার প্রতিবাদে রাস্তায় নামে। লর্ড কার্জনের অধিনায়কত্বে বঙ্গভঙ্গের প্রস্তাব ঘোষিত হলে বাঙালী জাতি যে প্রকাশ্য বিদ্রোহ করে তা ১৯১১ খ্রিস্টাব্দের ১২-ই ডিসেম্বর পঞ্চম জর্জ কর্তৃক দিল্লি দরবারে বঙ্গভঙ্গের আনুষ্ঠানিক রহিতকরণ পর্যন্ত বহাল ছিল। ১৯০৫ এর ২০-শে জুলাই ভারত সরকার ঘোষণা করে আগামী ১৬-ই অক্টোবর বঙ্গবঙ্গ আইনভাবে কার্যকরী হবে। এই আন্দোলন বাঙালীর কাছে হয়ে ওঠে আর্থিক, সামাজিক ও রাজনৈতিক বা এক কথায় সার্বিক দিক দিয়ে স্বয়ংনির্ভরতা ও আত্মসম্মান প্রতিষ্ঠার সর্বাঙ্গিক স্বাদেশিকতার আন্দোলন। অধ্যাপক অমিয়কুমার সামন্ত স্বদেশী আন্দোলনের তিনটি ‘বর্শামুখ’-এর কথা উল্লেখ করেছেন। যথা -বঙ্গভঙ্গরদ আন্দোলন, বিদেশী দ্রব্যসামগ্রি বর্জনের আন্দোলন ও সর্বক্ষেত্রে স্বদেশী দ্রব্য গ্রহণের আন্দোলন। এই দুঃসংবাদে বাঙালীর অন্তরাআয় যে বিদ্রোহি তরঙ্গের উদয় হয় তা প্রায় ভৌগোলিকভাবে গোটা ভারতবর্ষকে আচ্ছন্ন করে। নানা ভাবে এই মনোভাব প্রকাশ পেয়েছিল। সুমিত সরকারের মতে বাংলা বিভাজনের প্রতিবাদে চারটি ধারার জন্ম হয়-নরমপন্থী পর্ব, গঠনমূলক স্বদেশী, রাজনৈতিক চরমপন্থা ও সন্ত্রাসবাদ। আবার অমিয়কুমার সামন্তের কথায় স্বদেশী আন্দোলনের তিনটি বর্শামুখ ছিল- বঙ্গভঙ্গ রদ আন্দোলন, বিদেশি দ্রব্যসামগ্রি বর্জনের আন্দোলন ও সর্বক্ষেত্রে স্বদেশী দ্রব্য গ্রহণের আন্দোলন।<sup>১</sup>

যে দিন বঙ্গভঙ্গ আইনত কার্যকরী করা হল অর্থাৎ ১৬-ই অক্টোবর ১৯০৫ কলকাতায় গঙ্গাস্নান, রাখিবন্ধন, শোভাযাত্রা, অরন্ধন, বিভিন্ন স্থানে জনসমাবেশ ইত্যাদির মাধ্যমে স্বতঃস্ফূর্ত প্রতিবাদ ছিল অভূতপূর্ব। যদিও প্রতিবাদের সূচনা অনেক আগেই হয়েছিল। রামেন্দ্রসুন্দর ত্রিবেদী সূচনা করলেন অরন্ধনের। অবশ্য ইতিপূর্বেই ১৩-ই জুলাই ‘সঞ্জীবনী’ মারফৎ কৃষ্ণকুমার মিত্র বলেছিলেন “...People should boycott all British goods observes mourning, and all contracts with officials and official bodies.”<sup>২</sup> পরের দিন অর্থাৎ ২১ শে জুলাই লালমোহন ঘোষ বলেন- “Resignation in a body of all Honorary Magistrates, members of the District Boards, Municipalities.”<sup>৩</sup> অতঃপর নানা সময়ে নানা স্থানে বিদেশী দ্রব্য বর্জনের ডাক দেওয়া হয়েছিল। সাথে শূন্যস্থান পূরণের জন্য ছিল দেশীয় দ্রব্য ব্যবহারের আবেদন। ভোক্তার ইচ্ছা বা অনিচ্ছার ওপর নির্ভর না করে বিদেশী জিনিস বিক্রিতে প্রতিবন্ধকতা সৃষ্টি করে স্বদেশী জিনিস কিনতে বাধ্য করাই ছিল বয়কট। ৭-ই আগস্ট কলকাতার টাউন হলে বাঙালী নেতৃমণ্ডলীরা আনুষ্ঠানিক ভাবে বঙ্গবিচ্ছেদ বিরোধী আন্দোলনের ডাক দেয় তথা বয়কটের সিদ্ধান্ত গ্রহণ করে। বিপিন চন্দ্র পাল বয়কটের উদ্দেশ্য প্রসঙ্গে বলেন- “এই আন্দোলন পররাজ সম্পর্কে জনসাধারণকে ক্রমাগত সচেতন করে তুলবে ও স্বরাজ সম্পর্কে আগ্রহী করবে।”<sup>৪</sup>

বিদেশী জিনিস বর্জন করলেই হবে না, বিদেশী দ্রব্য বর্জনের পরিবর্তে কি ব্যবহার করবে তার থেকেই স্বদেশী আন্দোলনের আহ্বান। এখানে উল্লেখ্য ‘স্বদেশী’ কথাটি বাংলা শব্দ ‘স্বদেশী’ বা সংস্কৃত ‘স্বাদেশিন’ থেকে উৎপন্ন হয়েছে যার অর্থ হল “একজনের নিজের দেশের।” অন্যদিকে ‘স্বদেশী’ -এর বিপরীত শব্দ ‘বিদেশী’ এর অর্থ হল “একজনের নিজের দেশের বাইরের।”<sup>৫</sup> ভারতের ক্ষেত্রে বিষয়টি একটু অন্যরূপ ছিল। ভারত ইংরেজ শাসনাধীনে থাকায় এখানে ইংরেজ বিরোধীতাই ‘স্বদেশী’ হিসাবে পরিগণিত হয়। এই আন্দোলন বিংশ শতাব্দীর প্রারম্ভে মূলত বাংলায় শুরু হলেও স্বদেশী আন্দোলনের তিন দশক পূর্বেই গুজরাট, ডেকান, আমেদাবাদ, মহারাষ্ট্র

<sup>১</sup> আনিসুজ্ঞামান, অমিয়কুমার সামন্ত, সুমিত সরকার, অমিত ভট্টচার্য: বাংলার স্বদেশ গণজাগরণ, পশ্চিমবঙ্গ ইতিহাস সংসদ, ২০০৮, পৃষ্ঠা-১১১।

<sup>২</sup> হরিদাস মুখোপাধ্যায় ও উমা মুখোপাধ্যায়, স্বদেশী আন্দোলন ও বাংলার নবযুগ, দে’জ, ১৯৬১, পৃষ্ঠা-৩৬।

<sup>৩</sup> Sankari Prasad Basu: Swadeshi Movement in Bengal and Freedom Struggle of India, papyrus, 1978, page-38.

<sup>৪</sup> আনিসুজ্ঞামান..... তদেব, পৃষ্ঠা- ১৩।

<sup>৫</sup> The S.R.B. Leadbeater: The Politics of textiles: the Indian cotton mill industry and the legacy of Swadeshi 1900-1985, Sage, 1988 page-95.

ইত্যাদি স্থানে করার প্রচেষ্টা হয়েছিল, যদিও নানা কারনে বিশেষ সফল হয়নি।<sup>৬</sup> তবে বঙ্গবিভাজন যে স্বদেশী আন্দোলনকে ‘মহামারির আকার’ প্রদান করেছিল তা মানতে কারোর কোনো দ্বিধা নেই।

স্বদেশী আন্দোলন ছিল বয়কটের পরবর্তী ধাপ। বয়কটের দর্শনে বিলাতি জিনিস বর্জনের আকাঙ্ক্ষা প্রথমদিকে ঠাই পেলেও তা ক্ষুদ্র গভীর মধ্যে সীমাবদ্ধ থাকেনি। ১৯০৬-০৭ সালে বয়কটের আওতায় বিদেশী পণ্য, বিচারালয়, স্কুলকলেজ ও শাসন বর্জন চলে আসে। এককথায় স্বদেশী আন্দোলন হয়ে উঠেছিল বাঙালীর আত্মপ্রতিষ্ঠার, স্বয়ংসম্পূর্ণতার আন্দোলন। ২০-শে জুলাই ‘সঞ্জীবনী’ পত্রিকায় কৃষ্ণকুমার মিত্র যে ‘প্রতিজ্ঞাপত্র’ প্রকাশ করেন তাতে বলেন যে “আমরা স্বদেশের কল্যাণের জন্য মাতৃভূমির পবিত্র নাম স্মরণ করিয়া এই প্রতিজ্ঞা করিতেছি যে আমরা অতঃপর দেশজাত দ্রব্য পাইতে কোনো প্রকার বিদেশী দ্রব্য ক্রয় করিব না। এই কার্য করিতে যদি আর্থিক বা অন্য কোনোপ্রকার ক্ষতির স্বীকার করিতে হয় তাহাও আমরা করিতে প্রস্তুত হইব। আমরা এইরূপ কার্য কেবল নিজেরাই করিয়াই ক্ষান্ত থাকিব না, বন্ধুবান্ধব ও অন্যান্য লোকদিগকে এইরূপ করিবার জন্য যথাসাধ্য চেষ্টা করিব। ভগবান আমাদের এই শুভ সংকল্পে সহায় হউন।”<sup>৭</sup> এইরূপ আত্মপ্রত্যয়কে বাস্তবায়িত করার সময়কাল তাই স্বদেশী যুগ নামে পরিচিত যাকে স্বদেশী আন্দোলনের প্রত্যক্ষদর্শী বিনয় সরকার স্বদেশী আন্দোলনকে “১৯০৫-এর গৌরবময় বঙ্গবিপ্লব” বলে আখ্যায়িত করেছেন।<sup>৮</sup>

স্বদেশীকতা আন্দোলনের একমাত্র দিক না হলেও অন্যতম দিক হল স্বদেশী দ্রব্যের ব্যবহারকে প্রসারিত করা। এর জন্য দেশকে শিল্প অর্থনীতিতে, শিক্ষা-দীক্ষায় উন্নত ও স্বনির্ভর হওয়া আবশ্যিক। স্বাভাবিক ভাবেই বিংশ শতকের গোড়া থেকেই বাংলার শিল্প গড়ার হিড়িক ছিল চোখে পড়ার মত। সে যুগের সংবাদপত্রের বিজ্ঞাপণে নজর রাখলেই শিল্পের অতিদ্রুত প্রসার জলের মত পরিষ্কার হয়ে যায়। ঐতিহাসিক অমিত ভট্টাচার্য তার গ্রন্থ “বিজ্ঞাপণ ও স্বদেশী শিল্প”-তে তৎকালের বিজ্ঞাপণগুলির বিষয়বস্তু ও সেগুলির ধরণ তুলে ধরেছেন। বলা বাহুল্য যে, বিজ্ঞাপণগুলি স্বদেশী শিল্পের বাজার সম্প্রসারণে তাৎপর্যপূর্ণ ভূমিকা পালন করেছিল। শিল্পপতি ও উদ্যোগপতির স্বদেশী শিল্পদ্রব্য ব্যবহারের ও বিদেশী দ্রব্য বর্জনের বার্তা নানা ভাষার মাধ্যমে সাধারণ মানুষের কাছে তুলে ধরে নিজেদের উৎপাদনকে ‘স্বদেশী’ বলে চেনানোর চেষ্টা করতেন। অবশ্য একথা বলার অপেক্ষা রাখে না যে সেকালে বহু দেশজ শিল্প প্রতিষ্ঠান যত্রতত্র গজিয়ে উঠেছিল। তবে সবগুলি স্বদেশী শিল্প ছিল কিনা তার চিন্তা সন্দেহের পরিসীমা অতিক্রম করতে পারেনি। আসলে সকল উদ্যোগপতির কাছে স্বদেশী বিষয়টি সম ভাবার্থ বহন করত না। তাতে সংকীর্ণতা ও ব্যাপকতার সংজ্ঞা ছিল। কিন্তু সেগুলি সত্যিই স্বদেশী শিল্প ছিল কিনা তা আলোচনার পূর্বে পরাধীন ভারতে ‘স্বদেশী শিল্প’ কাকে বলত তা নিশ্চিত করাই বাঞ্ছনীয়। সাধারণ প্রচলিত ধারণা অনুযায়ী অর্থাৎ সংকীর্ণ মতানুসারে যেসব শিল্প দেশীয় মালিকানাধীন সেসবই স্বদেশী শিল্প। কিন্তু ব্যাপক অর্থে স্বদেশী শিল্পের সংজ্ঞা দেশজ মালিকানাধীন ক্ষুদ্র গভীর মধ্যে আবদ্ধ নয়। পরাধীন ভারতবর্ষে দেশীয় শিল্পকে শুধু দেশীয় মালিকানাধীন হলেই চলবে না, একই সাথে মূলধন, পরিচালনা, কারিগরী জ্ঞান, বাজার, যন্ত্রপাতি সবক্ষেত্রেই দেশজ উৎপাদনের উপর নির্ভরশীল হওয়া আবশ্যিক।<sup>৯</sup> এককথায় কোন শিল্প তখনই স্বদেশী শিল্প হিসাবে প্রতিপন্ন হতে পারবে যখন তা সম্পূর্ণভাবে স্বনির্ভর হবে। এখানে উল্লেখ করা প্রয়োজন যে স্বদেশী যুগে ভারতীয় পুঁজিপতি শ্রেণী কোন একক শ্রেণী ছিল না। তাদের মধ্যেও শিল্পের বিকাশের নীতি প্রসঙ্গে বৈপরীত্য ছিল। এর দুই মেরুর একাধারে ছিল বৃহৎ পুঁজিপতি আর অন্য প্রান্তে ছিল ছোট ও মাঝারি পুঁজিপতি। বৃহৎ পুঁজিপতিরা যেখানে নিজস্ব গবেষণার পরিবর্তে বিদেশী কারিগরী বিদ্যা আমদানি করার দিকে বেশি মনোযোগী ছিল, সেখানে ছোট ও মাঝারি পুঁজিপতিরা তাদের উদ্ভাবনী শক্তির সাহায্যে কারিগরী ক্ষেত্রে স্বনির্ভর হওয়ার প্রয়াস চালাত। অবশ্য দুই পক্ষেই ব্যতিক্রমও ছিল। যেহেতু ভারত ব্রিটিশ উপনিবেশের ছত্রছায়ায় ছিল তাই তাদের কোনরূপ সাহায্য না নিয়েই অনেকে জাতীয়তাবোধকে প্রকাশ করত কিন্তু অনেকেই জার্মানি, ফ্রান্স বা আমেরিকার কাছ থেকে নানা ধরনের সাহায্য নিতে পিছুপা হত না। অনেকে সেসব দেশে কারিগরী শিক্ষালাভ করে বা বিদেশী বিশেষজ্ঞদের দেশীয় শিল্পোদ্যোগের সাথে যুক্ত করে নিজেদের সমৃদ্ধ করেছিল। শুধু পাশ্চাত্য দেশই নয় জাপান থেকেও বিশেষজ্ঞ আমদানি করা হত। অবশ্য কিছু সংখ্যক উদ্যোগী আবার জাপানী বিরোধীতাকেও শিল্প প্রসারনের হাতিয়ারে পর্যবসিত করেছিল। তাদের মতে নিজের পায়ে দাঁড়াতে হলে সকল বিদেশী শক্তির সহযোগিতা মন থেকে ঝেড়ে মুছে ফেলতে হবে। তাই ওরিয়েন্টাল সোপ ফ্যাক্টরির বিজ্ঞাপনে লেখা হয় “আমাদের কারখানায় কোন বিদেশী কিংবা জাপানী বিশেষজ্ঞ নাই।”<sup>১০</sup> অবশ্য এই সং প্রচেষ্টার দলে শিল্পোদ্যোগীদের হিড়িক স্বাভাবিকভাবেই কম ছিল। তবে এরাই মনে হয় বুঝিয়ে দিয়েছিল যে তৎকালে এক

<sup>৬</sup> Satish Chandra Mukherjee(ed), Reprint by Madhebendra Nath Mitra: The Dawn, Vol.-IX, May. 1906, Page-86.

<sup>৭</sup> হরিন্দাস মুখোপাধ্যায়.....তদেব, পৃষ্ঠা-৩৬।

<sup>৮</sup> Ibid, page-176.

<sup>৯</sup> আনিসুজ্ঞামান.....তদেব, পৃষ্ঠা-৭৮।

<sup>১০</sup> Ibid, page-86.

বহু সংখ্যক উদ্যোগপতি শুধু মুখে নিজেদের স্বদেশী মোড়কে প্যাকিং করেছিল কিন্তু তার ভিতরে সামগ্রিতে বিদেশের ভেজাল বেশ ভালভাবেই ছিল।

বঙ্গভঙ্গ বিরোধী আন্দোলনের আঙ্গিনায় স্বদেশী শিল্পের প্রসারের যে আচমকা বাতাবরণ তৈরী হয়েছিল তাতে দেশের শিল্পের ব্যাপক উন্নতির পথ যে কন্টকহীনভাবে প্রশস্ত হয়েছিল তাতে সন্দেহ করার ব্যক্তি খোঁজা দায়। এ বিষয়টি মসৃণভাবে বুঝতে আমাদের আলোকপাত করতে হবে তৎকালীন বিজ্ঞাপণ ক্ষেত্রে। সেযুগের অধিকাংশ শিল্পপতি বা উদ্যোগীরা নিজেদের প্রতিষ্ঠানকে ‘স্বদেশী শিল্প’ বলে জাহির করতেন। এমনকি স্বদেশী যুগের বহু পূর্বে গজিয়ে ওঠা কিছু শিল্প ও স্বদেশী যুগের ব্যবসা বৃদ্ধির অনুকূল হওয়াতে গা ভাসাতে ভুল করেননি। সি. কে. সেন এন্ড কোং ও পি. এম. বাগচি এন্ড কোং এরাও নিজেদের এযুগে স্বদেশী শিল্প বলে প্রচার করত যদিও এর প্রথমটি ১৮৭৮ খ্রিস্টাব্দে ও দ্বিতীয়টি ১৮৮৩ খ্রিস্টাব্দে জন্মলাভ করেছিল।<sup>১১</sup> এরা ব্যবসায়িক গুণে যে সমৃদ্ধ ছিল তা বলাই শ্রেয়। সামান্য ছোট্ট বিশেষণ ‘স্বদেশী শিল্প’ ব্যবহার যদি নিজেদের মুনাফা আগমনের পথ থেকে ইংরেজ নামক প্রতিদ্বন্দ্বিকে অপসারিত করতে সক্ষম হয় তাহলে তার সুযোগ হাতছাড়া করা বোধহয় “পাতের লক্ষ্মী পায়ে ঠেলার সমতুল্য।” তাই তাদের জটিল মাথাতে একটা সাধারণ বুদ্ধি খাটাতে বিশেষ অসুবিধা হয়নি।

স্বদেশীকতার যুগে তথাকথিত স্বদেশী শিল্পগুলি কীরূপ মানসিকতা বহন করত তা দেখার জন্য তৎকালীন বিজ্ঞাপণের ভাষাগুলিকে উপলব্ধি করা জরুরী। সাধারণত বিজ্ঞাপণের ভাষার সারমর্ম ছিল এই যে স্বদেশী দ্রব্যগুলি গুণগত বিচারে বিদেশী দ্রব্যের সমতুল্য বা তার থেকেও উন্নত প্রমাণ করা। সেটা করার জন্য ভাষাগত উপস্থাপনের বাহুল্য ছিল। কখনও বিদেশী দ্রব্যের প্রশংসা করে তাকে পুনরুজ্জীবিত করার প্রয়াস চালানো হয়েছে। হিমালী ওয়ার্কস তার বিজ্ঞাপণে লেখে “হিমালী সাবান একমাত্র সাবান যা বিদেশী সাবানের সঙ্গে পাল্লা দিতে পারে।”<sup>১২</sup> ইস্ট ইন্ডিয়া কোম্পানী কটন মিলস লিমিটেড লেখে দেশি সূতায় নিজ কলে প্রস্তুত রঙিন শাড়ি প্রস্তুত করা হয়।<sup>১৩</sup> মালদহের কবিরাজ মৃত্যুঞ্জয় হালদার ম্যালেরিয়ার প্রতিষেধক হিসাবে যে ‘স্বদেশী কুইনাইন’ প্রস্তুত করেন গৃহস্থ পত্রিকায় তার বিজ্ঞাপণে লেখেন “দেশী বনজ বৃক্ষ হইতে রাসায়নিক প্রক্রিয়ায় প্রস্তুত বিদেশী কুইনাইন অপেক্ষা কোন অংশে নিকৃষ্ট নহে...।”<sup>১৪</sup> বেঙ্গল ওয়াটারপ্রুফ ওয়ার্কস লিমিটেডের বিজ্ঞাপণের ভাষা ছিল আরও আলঙ্কারিক ও কিছুটা কূটনৈতিক ভাষার সমাহার। তারা লেখে তাদের তৈরি বর্ষাতিগুলি “সম্পূর্ণভাবে ভারতীয় এবং ‘ভারতীয় পুঁজি’, ‘ভারতীয় শ্রম’ ‘ভারতীয় উপাদান’ ও ‘ভারতীয় মস্তিষ্ক’র প্রয়োগের ফল।”<sup>১৫</sup>

স্বদেশী যুগে জাতীয় মননের ওপর জোর দিয়ে কিছু প্রতিষ্ঠান নিজেদের পায়ের তলার মাটি শক্ত করতে এগিয়ে আসে। পি এম বাগচি এন্ড কোং বিজ্ঞাপণ দেয় “আমরা কিভাবে স্বদেশীর পৃষ্ঠপোষকতা করতে পারি- একমাত্র দেশী পণ্যের বিকাশের জন্য আন্তরিক প্রচেষ্টা করে।” এযুগের একটি উল্লেখযোগ্য প্রতিষ্ঠান ছিল এইচ এম বোস এন্ড কোং যা প্রতিষ্ঠিত হয় ১৮৯০ খ্রিস্টাব্দে। এর মালিক হেমেন্দ্র মোহন বোস ‘কুন্তলীন কেশ’ ও ‘দেলখোস’ এসেন্স প্রস্তুতিতে জনপ্রিয়তা লাভ করেছিল। তারা বিজ্ঞাপণে আবার এমনও বলত যে “আমাদের প্রস্তুত দ্রব্য ব্যবহার করুন, তাহলে আপনি বিদেশী নির্ভরশীলতা কাটাতে পারবেন।” তারা এমনও চ্যালেঞ্জ ছুঁড়ে দিত যে, “বাজারের সেরা ইউরোপীয় এসেন্সের সাথে আমাদের এসেন্সের গুণমান পরীক্ষা করতে পারেন।”<sup>১৬</sup> কবিরাজ নগেন্দ্রনাথ সেনগুপ্ত তাঁর সুগন্ধি কেশরঞ্জন তেলের বিজ্ঞাপণে স্বদেশী জিনিস ব্যবহারের উদ্দেশ্যকেও যুক্ত করে বলেন “আপনি যদি প্রকৃত দেশভক্ত হন, তাহা হইলে স্বদেশী শিল্পের গৌরবময় নিদর্শন আমাদের মহাসুগন্ধি (কেশরঞ্জন তেল) ব্যবহার করুন.....।”<sup>১৭</sup> ১৯০৯-এ ওরিয়েন্টাল সোপ ফ্যাক্টরির বিজ্ঞাপণে বলা হয় “সম্পূর্ণভাবে বঙ্গীয় মূলধনে ও বঙ্গীয় শ্রমশিল্পে প্রস্তুত সর্বোৎকৃষ্ট ওরিয়েন্টাল সোপ বঙ্গমহিলাদের চির আদরের বস্তু।”

উক্ত বিজ্ঞাপণের ভাষায় এটা পরিষ্কার যে তারা বঙ্গভঙ্গের প্রতিবাদে সামিল হয়েছিল ও ইংরেজ মুনাফা অর্জনকে একটা ধাক্কা দিতে আন্তরিক ভাবে সুযোগসন্ধানী ছিল। বিজ্ঞাপণগুলি থেকে একটা বিষয় প্রতিভাত হয় যে তাদের স্বদেশপীতি ছিল অসীম, নির্ভেজাল। কিন্তু এই ভাবপ্রকাশ স্বদেশপীতির প্রতিবিশ্ব ছিল কিনা তা যাচাইয়ের সময় এসেছে। কারন এটা মাথায় রাখতে হবে যে মানুষ যেমন সর্বশ্রেষ্ঠ জীব, চালাকও বটে। তাই মুখের কথাই শেষ নয়। এই কথাগুলির যেমন চুলচেরা বিশ্লেষণ প্রয়োজন তেমনি তাদের উৎপাদন প্রক্রিয়ার আনুসঙ্গিক বিষয়গুলির ময়না তদন্তও নিম্পোজন নয়। দেখতে হবে তাদের আর্থিক কার্যকলাপ সত্যিই কতটা খাঁটি ছিল। তাই এখানে একটি

<sup>১১</sup> অমিত ভট্টাচার্য, বিজ্ঞাপণ ও স্বদেশী শিল্প, সেতু, ১৪১২, পৃষ্ঠা-২।

<sup>১২</sup> আনিসুজ্জমান.....তদেব, পৃষ্ঠা-৭৯।

<sup>১৩</sup> Ibid, page-80.

<sup>১৪</sup> Ibid, page-80.

<sup>১৫</sup> Ibid, page-82.

<sup>১৬</sup> Ibid, page-84.

<sup>১৭</sup> Ibid, page-85.

বিষয় চলে আসছে যে শুধু স্বদেশীকতার টানই কি স্বদেশী যুগের ভারতীয় শিল্পোদ্যোগীদের শিল্পস্থাপনের প্রেরণা বা চালিকাশক্তি ছিল, না তার পিছনে চাপা দেওয়া অন্য কোন বাসনা কাজ করেছিল? তৎকালীন শিল্পোদ্যোগীদের অভ্যন্তরীণ কার্যকলাপ, কাঁচামাল ও অন্যান্য সামগ্রির উৎস সন্ধান এবং সর্বোপরি তাদের প্রচারিত মতাদর্শ ও তাদের কৃত কার্যকলাপের সামঞ্জস্য বিচার করলে উত্তর মিলতে পারে। অধ্যাপক সুকোমল সেন বলেছেন স্বদেশী আন্দোলন বঙ্গভঙ্গকে কেন্দ্র করে সৃষ্টি হলেও আসলে এই আন্দোলন ব্রিটিশ শিল্পজাত দ্রব্য আমদানি বন্ধ করা ও ভারতীয় বুর্জোয়াদের দ্বারা পরিচালিত শিল্প প্রতিষ্ঠার আন্দোলনে রূপায়িত হয়েছিল।<sup>১৮</sup> তাই স্বদেশী আন্দোলন বাংলায় শুরু হলেও তাকে বাংলার বাইরে আমেদাবাদ বা বোম্বাইতে প্রসারিত করতে বিশেষ বেগ পেতে হয়নি। এই আন্দোলনের শীর্ষেই ভারতীয় বুর্জোয়াদের পরিচালনায় কলকারখানা স্থাপন, ব্যাকিং ও ইনসিওরেন্স ব্যবস্থা প্রতিষ্ঠা হল দ্রুতগতিতে। টাটার বিখ্যাত ইস্পাত কারখানা (টাটা আয়রন এন্ড স্টীল কোম্পানী) ১৯০৮ খ্রিস্টাব্দে স্থাপিত হল এই আন্দোলনের জোয়ারের মধ্যেই। ম্যাঞ্চেস্টারের সূতাকলে প্রস্তুত বস্ত্রের বিরুদ্ধে এদেশে বয়কট আন্দোলনের সহায়তাপুষ্ট হয়ে বোম্বাই, আমেদাবাদ ও কিছুটা বাংলাদেশের সূতাকলগুলি সুসংগঠিত হল। এই স্বদেশী আন্দোলন বুর্জোয়াদের শিল্পোদ্যোগের আকাঙ্ক্ষাকে বেশ কিছুটা সফল করেছিল।<sup>১৯</sup> আসলে কৃত্রিম এই দেশপ্রেম দেখানোর মাধ্যমে বিপুল অর্থ লাভের সুযোগকে ভারতীয় বুর্জোয়া শিল্পপতিরা সুন্দরভাবে প্রয়োগ করেছিলেন। স্বদেশী স্রোতকে কাজে লাগিয়ে তারা নিজেদের শক্ত আত্মনা খুঁজতে উদ্যোগি হয়েছিলেন এবং বেশ কিছুজন সফলও হয়েছিলেন। ১৯০৫ এর ৭-ই আগস্ট কলকাতার টাউন হলে বঙ্গভঙ্গ রদ ও বয়কট প্রসঙ্গে সোভিয়েত অর্থনৈতিক বিশেষজ্ঞ E. N. Comarav বলেছেন “বঙ্গভঙ্গের বিরুদ্ধে প্রতিবাদ আন্দোলন সদ্যজাত ভারতীয় বুর্জোয়া শ্রেণির অর্থনৈতিক দাবীর পিছনে জনগণকে সমবেত করেছিল। জাতীয় আহ্বানের রূপ নিয়ে বস্তুতপক্ষে ভারতীয় বুর্জোয়া বিকাশের শ্রেণির দাবিকেই জনগণ সমর্থন দিয়েছিলো। বঙ্গভঙ্গের বিরুদ্ধে প্রতিবাদ আন্দোলন সদ্যজাত ভারতীয় বুর্জোয়া শ্রেণির অর্থনৈতিক দাবীর পিছনে জনগণকে সমবেত করেছিল। জাতীয় আহ্বানের রূপ নিয়ে বস্তুতপক্ষে ভারতীয় বুর্জোয়া বিকাশের শ্রেণির দাবিকেই জনগণ সমর্থন দিয়েছিলো।”<sup>২০</sup>

স্বদেশী সময়কালে দেশজ শিল্পক্ষেত্রে সর্বাধিক অগ্রগণ্য ছিল বস্ত্রশিল্প। বর্ধমান, বাঁকুড়া, নদীয়া, দিনাজপুর, রাজশাহী, পাবনা, চট্টগ্রাম, ময়মনসিংহ ইত্যাদি স্থানে প্রধান প্রধান বস্ত্রশিল্পগুলি গড়ে ওঠে। বাংলার প্রায় প্রতিটি কোণেই বস্ত্রশিল্পের জাল প্রসারিত হয়েছিল। বিংশ শতাব্দীর প্রথমভাগে তাৎপর্যপূর্ণ যে সকল বস্ত্রশিল্পগুলি গড়ে উঠেছিল সেগুলির মধ্যে উল্লেখযোগ্য হল শ্রীনাথ মিল, বঙ্গলক্ষ্মী কটন মিল, বেঙ্গল হোসিয়ারী শিল্প ইত্যাদি। এরাও ‘স্বদেশী শিল্প’ বিশেষণকে সঙ্গে নিয়েই চলত। এর মাধ্যমে তারা পরোক্ষ ও প্রত্যক্ষভাবে জনসাধারণকে তাদের জিনিস কিনতে আহ্বান জানাত। বঙ্গলক্ষ্মীর বিজ্ঞাপনের ভাষা ছিল “বঙ্গলক্ষ্মী বস্ত্রাগারে আপনি স্বদেশী সূতায় প্রস্তুত স্বদেশী দ্রব্য ক্রয় করতে পারবেন।”<sup>২১</sup> যদিও এই মিল প্রতিষ্ঠিত হয় ১৮৯০ এর ১৮-ই এপ্রিল "Bengal Spinning and Weaving Co." নামে। ১৯০৬-এ এসে স্বদেশী যুগে বঙ্গলক্ষ্মী কটন মিল নামে পরিচিত হয়। মিলটি স্থাপনে বাঙালী পুঁজি যেমন ব্যবহার হত কাঁচামাল সংগ্রহ বা পরিচালনা ক্ষেত্রেও তা দেশজই ছিল। তাই বঙ্গবাসী তাকে স্বদেশী উদ্যোগ হিসাবেই গ্রহণ করে খ্যাতি প্রদান করেছিল। ১৯০৭ এর ডিসেম্বরে দেখা যায় তারা সে বছর ৫৭১৩১ টাকা লাভ করেছে। কিন্তু তাদের এই প্রচেষ্টা খঁটি স্বদেশী ছিল না। কারণ তারা তাদের মিলের প্রয়োজনীয় যন্ত্রপাতির জন্য ইংল্যান্ডের ওপর নির্ভরশীল ছিল। ক্রমবর্ধমান চাহিদার যোগান দিতেই তারা বিদেশী মিশিনপত্র আমদানি করত।<sup>২২</sup> তাই যোগীন্দ্রনাথ চট্টোপাধ্যায় এই মিলের সমালোচনা করতে গিয়ে বলেছেন শ্রীরামপুর মিল তথা বঙ্গলক্ষ্মীকটন মিল বাঙালীর গর্বের বিষয় হলেও সেখানে মেশিনের আমদানী শ্রমিকদের অবস্থার অবনতি ঘটিয়েছিল। স্বদেশী যুগে এরকম দৃষ্টান্ত অবশ্যই ক্ষুদ্র বুর্জোয়াদের উন্নতি সূচিত করেছিল।<sup>২৩</sup> নদিয়ার কুশথিয়াতে অবস্থিত মোহিনী মিলস আবার প্রয়োজনীয় মেশিনপত্রের পাশাপাশি কাপড় তৈরির সূতাও ইংল্যান্ড থেকে আমদানি করত। প্রথম বিশ্বযুদ্ধকালে ইংল্যান্ডের মেশিনপত্রের দাম বৃদ্ধি পেলে তারা ঈজিপ্ট থেকে মেশিন আমদানি শুরু করলেও সূতা কিন্তু ইংল্যান্ড থেকেই আনত। ১৯২০-এর দশকে তারা ম্যাঞ্চেস্টার থেকে সূতা আমদানি করত।<sup>২৪</sup> অন্যদিকে বেঙ্গল হোসিয়ারী কোং উৎপাদন ক্ষেত্রে হস্তচালিত ও বিদ্যুৎচালিত উভয় প্রকার কলই ব্যবহার করত। হস্তচালিত কলগুলি

<sup>১৮</sup> সুকোমল সেন, ভারতের শ্রমিক আন্দোলন ১৮৩০-১৯৯০, ন্যাশনাল বুক এজেন্সি, ১৯৯৫ পৃষ্ঠা-২৬।

<sup>১৯</sup> Ibid, page-27.

<sup>২০</sup> Ibid, page-92.

<sup>২১</sup> স্বদেশী বাজার, ১৮-আগস্ট ১৯২৮, পৃষ্ঠা-৮।

<sup>২২</sup> Amit Bhattacharyya: Swadeshi Enterprise in Bengal 1900-1920, Mita Bhattacharyya, Calcutta 1986, Page-39.

<sup>২৩</sup> Sumit Sarker: The Swadeshi Movement in Bengal, Permanent Bkack, 1973, Page-106.

<sup>২৪</sup> Amit Bhattacharyya.....op.cit, page-42.

দেশজ হলেও বিদ্যুৎ চালিত কলগুলির জন্য তারাও ইংল্যান্ডের ওপর নির্ভরশীল ছিল।<sup>২৫</sup> স্বদেশী যুগে বস্ত্রশিল্পের প্রয়োজনীয় সূতা ইংল্যান্ড থেকে আমদানি করা হলেও মার্কিন যুক্তরাষ্ট্র থেকেও আমদানি করা হত। এই কর্ম কাণ্ডের প্রত্যক্ষদর্শী শ্রী কালীস্বর শুকুল বলেছেন “অনেকেই দেশী মিলের সরু কাপড়ের জন্য আগ্রহ প্রকাশ করিতেছেন। দেশী মিলের সরু কাপড় বিলাতী সূতায় বোনা হয়। দেশী তাঁতিরা যে সরু কাপড় বোনে তাহাও বিলাতী সূতায় বোনা হয়। সুতরাং যাহারা সরু কাপড় কিনিবার জন্য আগ্রহান্বিত তাহারা স্মরণে রাখিবেন যে, এই আগ্রহ দ্বারা অন্য আকারে তাহারই কাঁটতি বর্ধিত হইবে।”<sup>২৬</sup>

বস্ত্রশিল্পের বিষয়গুলি আলোচনার পরিপ্রেক্ষিতে কতকগুলি অন্য বিষয় পরিষ্কার হয়। প্রথমত, তৎকালীন কারখানার মালিকপক্ষ চূড়ান্তভাবে ব্যবসায়িক ছিল। দেশে মেশিন নির্মিত বস্ত্রের চাহিদা বেশি বুঝে তারা ইংল্যান্ড থেকে মেশিনপত্র আমদানিতেও পিছুপা হত না। তাও আবার আন্দোলনের কেন্দ্রীয় বিরোধী শক্তির কাছ থেকে। এ বিষয়টি অনেকটা ফরাসি সম্রাট নেপোলিয়ন বোনাপার্টের মহাদেশীয় অবরোধ বাবস্ত্রের সমতুল্য। এখানে ইউরোপের মূল ভূ-খণ্ডে ইংল্যান্ডজাত দ্রব্যাদির প্রবেশ নিষিদ্ধ করে নেপোলিয়ন যুগপৎ "Nation of Shopkeeper" - ইংল্যান্ডকে জব্দ ও নিজ শিল্পের উন্নতি ঘটাতে চেয়েছিল। যদিও নিজ বাহিনীর প্রয়োজনীয় জুতো নেপোলিয়ন ইংল্যান্ড থেকেই আমদানী করেছিলেন। বস্ত্র কারখানাগুলি মেশিনপত্রের বাইরে সূতা আমদানি করত। অথচ দেশে ১ নং থেকে ৩০ নং সূতা প্রচুর পরিমাণে তৈরি হত। আবার ৪০ নং সূতা প্রচুর উৎপাদনের ক্ষমতা ছিল। কিন্তু তাতে মালিকরা আকৃষ্ট হয়নি। কারন একটাই দেশে সরু সূতার কাপড়ের চাহিদা অধিক ছিল। ডন পত্রিকার সম্পাদকীয়তে তাই স্বদেশী বস্ত্রদের কাছে এমনও আবেদন রাখা হয়েছিল যে তারা যেন দেশী তাঁতিদের ৪০ নং সূতায় কাপড় বুনতে ফরমাইস করে। তাতে মানুষজন সরু কাপড় না পেলেও দেশীয় শিল্পের বিকাশ হবে।<sup>২৭</sup> স্বদেশপন্থীরা এমনও যুক্তি দিতেন যে, যেহেতু দেশীয় জিনিস ম্যাঞ্চেস্টারের জিনিসের চেয়ে বেশি টেকসই ছিল তাই ভারতীয় জিনিস কিনলে তা বেশি দিন টিকত। কিন্তু বিলাতী দ্রব্য বেশি দিন টিকত। এই হিসাবে আসলে দেশী জিনিসের দাম কম। তবুও স্বদেশী বস্ত্র শিল্পের উদ্যোগপতিদের দেশী মোটা সূতায় কাপড় বোনাতে পারা যায়নি। ব্যতিক্রম অবশ্য ছিল। যেমন ১৯০৬ খ্রিস্টাব্দে প্রতিষ্ঠিত শ্রীনাথ মিল যন্ত্রপাতিতে বা কাঁচামালের ক্ষেত্রে সম্পূর্ণভাবে দেশীয় উৎস নির্ভর ছিল। কিন্তু বেশিরভাগ উদ্যোগীরাই ব্যবসায়িক বুদ্ধিকে কাজে লাগিয়ে বিলাতী সূতা আমদানি করত। এগুলি থেকে পরিষ্কার যে বাংলার মিলগুলি যতই নিজেদের স্বদেশী শিল্প হিসাবে পরিচয় দেবার চেষ্টা করুক আসলে তারা এর দ্বারা পুঁজিপতি বুর্জোয়া স্তরে উন্নীত হবার আন্তরিক বাসনাকেই বাস্তবায়িত করতে প্রয়াসী হয়েছিলেন। আর একাজে তারা অবলম্বন হিসাবে স্বদেশী মনোভাবকে ব্যবহার করেছিলেন।

স্বদেশী শিল্পের উচ্ছ্বাস বাংলার প্রায় সকল বিভাগকে স্পর্শ করেছিল। বাদ যায়নি পারফিউমারির শিল্প, সাবান শিল্প, চর্ম শিল্প, খেলার সামগ্রি নির্মাণ ইত্যাদিও। স্বদেশী যুগে সুগন্ধি দ্রব্য, সেন্ট, আতর, চুলের তেল ইত্যাদি তৈরির পারফিউমারি শিল্প ক্ষুদ্র শিল্প হিসাবে জনপ্রিয় ছিল। তাদের তৈরি দ্রব্যগুলি উৎপাদনে হাজারো শিল্পপতি আত্মনিয়োগ করেছিল। কবিরাজ বিনোদলাল সেন ১৮৮০ এর দশক থেকেই ‘কুন্তল বিষহরি’ নামক চুলের তেল প্রস্তুত করত যা স্বদেশী যুগেও বেশ গতিশীল ছিল। কবিরাজ চন্দ্রকিশোর সেন তাঁর সি কে এন এন্ড কোং থেকে ১৮৭৮ সাল থেকেই ‘জবাকুসুম’ ব্র্যান্ডের চুলের তেল প্রস্তুত করত। এই সামগ্রিটির ওপর নির্ভর করে কোম্পানীটি তাদের বাজারকে বাংলার বাইরেও প্রসারিত করেছিল। এই সকল কোম্পানীগুলি স্বদেশী যুগে নানা বার্তার মাধ্যমে স্বদেশীকতার বার্তা প্রচার করত। এরা ভাষার মাধ্যমে জনগনকে প্রভাবিত করত। জবাকুসুম তেলের বিজ্ঞাপনে লেখা থাকত “শিরঃপীড়া ? কখনও শুনি নি তো ..... বোধহয় জবাকুসুম আমাকে এসবের আক্রমণ থেকে রক্ষা করেছে।”<sup>২৮</sup> হেমেন্দ্রমোহন বোসের নাম তো বিজ্ঞাপন জগতে সর্বশ্রেষ্ঠ হয়ে উঠেছিল। তাদের ‘কুন্তলীন তেল’ ও ‘দেলখোস এসেন্স’ জনপ্রিয়তায় অন্য সকলকে প্রায় টেকা দিত। তারা আবার ছড়ার মাধ্যমে বিদেশজাত দ্রব্যের বিরোধীতা করত। যেমন- “বিলাতী সৌগন্ধ যত এবে নতশির / মহিলা মহলে কেহ কচ্চিৎ আদরে, / দিন দিন কিন্তু দেব লভিছে প্রচার / কুন্তলীন পূত তৈল বাঙালীর ঘরে।”<sup>২৯</sup> প্রচারের গুনে এই কোম্পানী নিজেদের ব্যবসাকে বাংলার বাইরে মাদ্রাজ বা বোম্বাইতে যেমন প্রসারিত করেছিল তেমনি ভারত গণ্ডি পার করে বার্মা, সাইগন, জাভা ইত্যাদি দেশগুলিতে ছড়িয়ে দিয়েছিল। বিদেশে বাজার সম্প্রসারণ চরম ব্যবসায়িক প্রকৃতির পরিচয় তুলে ধরে। একাজ প্রমাণ করে যে তারা উত্তরোত্তর লাভের সন্ধান চালাত। শুধু স্বদেশী প্রেরণা এই বাসনাকে মনে হয় চরিতার্থ করে না।

<sup>২৫</sup> Ibid, page-26.

<sup>২৬</sup> Satish Chandra...op.cit, vol-IX, Nov. 1905, page-118.

<sup>২৭</sup> Ibid, page-118.

<sup>২৮</sup> আনিসুজ্জামান.....তদেব, পৃষ্ঠা-৮৯।

<sup>২৯</sup> Ibid, page-92.

স্বদেশী বলতে যদি ইংরেজ বিরোধীতা হিসাবে দেশজ মানুষকে দেশজ জিনিস কিনতে উৎসাহী করা বোঝায় তাহলে এদের উদ্যোগ সেইমাত্রা অতিক্রম করেছিল। ১৮৭৫ সালে গড়ে ওঠা মোতিলাল বোস এন্ড কোং নানারকম চুলের তেল তৈরি করত। তাদের বিজ্ঞাপনে লেখা থাকত "Far superior to any European scents, Why do you pay foreigners when you can get equally good scents made by your countrymen."<sup>৩০</sup> এইভাবে তৎকালীন ক্ষুদ্র শিল্পগুলি নিজেদের উৎপাদিত সামগ্রিকে কখনও বিদেশী জিনিসের থেকে গুণগত বিচারে সমকক্ষ বা উন্নততর বলে এসেছে।

উক্ত শিল্পগুলির বেশিরভাগই স্বদেশীযুগের বহু আগে প্রতিষ্ঠিত হলেও স্বদেশী ও বয়কট আন্দোলনের সাথে পথ চলে নিজেদের সুপ্রতিষ্ঠিত করেছিল। কিন্তু একটা বিষয় লক্ষ্যনীয় যে তারা সকলে নিজেদের সামগ্রিকে উন্নত দাবী করেছে। কেউ তো আর নিজের দইকে খাট্টা বলে না। কিন্তু প্রকৃতপক্ষে তাদের জিনিসগুলি বিদেশী কোম্পানীগুলির জিনিসের থেকে উন্নত বা সমমানের ছিল না। সেগুলির গুণমান ছিল নিম্ন। কারণ তারা সুগন্ধি তৈল বা পারফিউম উৎপাদনের জন্য দৈনন্দিন ফুলের রস বের করত ও কাজে লাগাত।<sup>৩১</sup> তাদের কোনো বিশেষজ্ঞ ছিল না। প্রকৃতপক্ষে তৎকালে পারফিউমারি কোম্পানীগুলি 'দ্বিমুখী খেলায়' নিয়োজিত ছিল। তারা বিদেশী তেল, আতর, অ্যালকোহল ইত্যাদি ক্রয় করে ইউরোপীয় পদ্ধতিতে নিজেদের উৎপাদিত সামগ্রির সাথে মিশ্রিত করে স্বদেশী জিনিস বলে বাজারে বিক্রি করত। এমনকি কিছু জিনিসকে তারা বিদেশী উৎপাদকদের কাছ থেকে ক্রয় করে "Genuine Swadeshi" বলে চালিয়ে দিত।<sup>৩২</sup>

বাংলার স্বদেশী শিল্পের মধ্যে অন্যতম ছিল সাবান তৈরি। এইক্ষেত্রে নামীদামী কোম্পানীগুলি স্বদেশী যুগেই তৈরি হয়েছিল। ১৯০২ খ্রিস্টাব্দে কলকাতার মাছুয়াবাজারে বেঙ্গল সোপ ফ্যাক্টরি স্থাপিত হয়। এর মালিক ছিলেন আসামের জমিদার সুরেন্দ্রনারায়ণ চৌধুরী। ১৯০৩ খ্রিস্টাব্দে ঢাকাতে স্থাপিত হয় বুলবুল সোপ ফ্যাক্টরি। এই দশকেই কলকাতার গোরাবাগান অঞ্চলে স্থাপিত হয় ওরিয়েন্টাল সোপ ফ্যাক্টরি। ড. নীলরতন সরকার স্থাপন করেন ন্যাশানাল সোপ ফ্যাক্টরি। উক্ত ফ্যাক্টরিগুলি নানা ধরনের সুগন্ধি সাবান, গুঁড়ো সাবান তৈরি করত। স্বদেশী আবহাওয়ায় জন্মানোর সুবাদে ও ভারতীয় মালিকানাধীনে থাকায় বঙ্গবাসী তাদেরকে সাদরে আমন্ত্রণ জানিয়েছিল। বিশ্বস্ত হয়ে ওঠায় ব্যবসায় খ্যাতিও লাভ করেছিল অতি কম সময়ে। তালমিলিয়ে এরাও অন্যান্য শিল্পের মত স্বদেশীকতার রাংতাকে মাখতে ভুল করেনি। বুলবুল সোপ ফ্যাক্টরি তাদের প্রয়োজনীয় কাঁচামাল ঢাকা ও কলকাতা থেকে সংগ্রহ করলেও সুগন্ধি দ্রব্য ও রাসায়নিক দ্রব্য বিদেশ থেকে আমদানি করত। বিদেশের জিনিস নিয়েই কারখানাগুলি বিদেশী প্রতিযোগিতার মোকাবিলা করতে চেয়েছিল। বেঙ্গল সোপ ফ্যাক্টরি বিজ্ঞাপনের ভাষা ছিল ঠিক এরকম "Thrive well in the face of strong foreign competition? Simply when it is better and cheaper exactly the the case with Bengal Soap Factory."<sup>৩৩</sup> এই কারখানায় আবার বিদেশী জাপানি সাবান বিশেষজ্ঞও রাখা হত। আবার কারখানার মালিক সুরেন্দ্রনারায়ণ সিংহ চৌধুরী স্বয়ং জাপানে গিয়ে প্রয়োজনীয় রসায়ন বিদ্যার জ্ঞান অর্জন করেছিলেন। তাই তাদের বিজ্ঞাপনে দেখা যায় "We do not have any foreign or Japanees expert in our factory"<sup>৩৪</sup> এমনকি প্রয়োজনীয় উপাদানও তারা এদেশ থেকেই সংগ্রহ করত। তাই বিষয়ট শোধু আর ইংরেজ বিরোধীতার স্তরেই সীমাবদ্ধ থাকেনি। তৈরি হয়েছিল নিজেদের মধ্যে প্রতিদ্বন্দ্বিতা। নিজেদের কারখানায় বিদেশী বিশেষজ্ঞ রাখাটাকে তো কেউ প্রচারের আলোকে আনত না। পাছে মুনাফা অর্জনে ভাটা পড়ে। কিন্তু অন্যান্য যারা অপেক্ষাকৃত অধিক স্বদেশীকতা ছিল তারা সেই পদা ফাঁস করেছিল। বাজার হয়ে উঠেছিল বিদেশি বনাম স্বদেশী, স্বদেশী বনাম স্বদেশী ও বিদেশী বনাম বিদেশী প্রতিযোগিতার উর্বর ক্ষেত্র। বিদেশীরা যেখানে ভাল গুণগত মানের জিনিস দিয়ে ক্রেতা টানার চেষ্টা করত। সেখানে স্বদেশীরা বিদেশীর থেকে ভাল কোয়ালিটির জিনিস বলে প্রচারের পাশাপাশি প্রত্যেকে অন্য স্বদেশী কোম্পানীর তুলনায় অধিক স্বদেশ প্রীতি বুঝিয়ে ক্রেতার মনকে দুর্বল করত। অথচ কতটা স্বদেশ প্রীতি ছিল তা কাজেই প্রমাণ পাচ্ছে। আসলে সকলেই চাইত স্বদেশী আন্দোলনকে জিনিস বিক্রির ভাবাবেগমিশ্রিত অস্ত্র হিসাবে ব্যবহার করতে।

স্বদেশী সময়কালে দেশকে অর্থনৈতিকভাবে স্বনির্ভর করতে চর্মশিল্পও প্রতিষ্ঠিত হয়েছিল। কলকাতার আনাচে কানাচে অনেক চর্মকারখানা গজিয়ে উঠেছিল। নদীয়ার জমিদার বিপ্রদাস পাল চৌধুরী ১৯০৬ সালে কলকাতার মির্জাপুর স্ট্রীটে নদীয়া ট্যানারী স্থাপন করেন। বিংশ শতকের শুরুতেই কলকাতার হ্যারিসন রোডের পার্শ্ববর্তী অঞ্চলে গড়ে ওঠে স্বদেশী লেদার ওয়ার্কস। কলকাতার তিলজলা অঞ্চলে ন্যাশানাল ট্যানারী স্থাপিত হয়।

<sup>৩০</sup> Satish Chandra...op.cit, vol-IX, Nov. 1905, page-91.

<sup>৩১</sup> Amit Bhattacharyya.....op.cit, page-92.

<sup>৩২</sup> Ibid, page-93.

<sup>৩৩</sup> Amrita Bazaar Patrika, July, 1905, page-1.

<sup>৩৪</sup> Amit Bhattacharyya.....op.cit, page-101.

এখানে ভারতের প্রথম প্রযুক্তিবিদ ও বিদেশী ডিগ্রিধারী রায় বাহাদুর বিরাজমোহন দাস ম্যানেজার হিসাবে কর্মরত ছিলেন। এরা প্রয়োজনীয় "Crome-tanning" ও "Boot-making" এর মেশিনপত্র বিদেশ থেকে আমদানি করত।<sup>৩৫</sup> কারণ এগুলি দেশে প্রস্তুত হত না। স্বদেশী যুগে লেদার কারখানাগুলি বেশ জনপ্রিয় হয়ে উঠেছিল। তারা দেশীয় মানুষকে বিদেশী চর্মজাত দ্রব্যের ওপর নির্ভরতা কাটিয়ে স্বদেশী দ্রব্য কিনতে আহ্বান জানাত। যারা নিজেরা উৎপাদন ক্ষেত্রে বিদেশী নির্ভরশীলতা কাটিয়ে উঠতে পারেনি তাদের মুখেই শোনা যেত বিদেশী বর্জনের ডাক। শিল্পপতিদের এই দ্বৈত চরিত্র শুধু লেদার ওয়ার্কসেই নয় প্রায় সমস্ত শিল্পে ছিল। বাইরে থেকে স্বদেশী আবরণের নীচে তা উপস্থিত ছিল। তাই তাদের প্রচেষ্টাকে "Purely Swadeshi" বলা যায় না।

স্বদেশী যুগে বঙ্গভঙ্গের প্রতিবাদ করতে গিয়ে যত্রতত্র কারখানা, দোকান-বাজার গড়ে উঠেছিল। স্বদেশী কথাটির প্রয়োগে ব্যবসা যে স্ফূর্তি হবে তা প্রায় সকল উদ্যোগপতিই বুঝেছিলেন। তাই ছোট বড় সকল জিনিসেই স্বদেশী ছাপ বসেছিল যথেষ্ট সচেতনতার সাথে। খেলার সামগ্রি অথাৎ টেনিস ব্যাট, ক্রিকেট ব্যাট সকল জিনিসই স্বদেশী আশ্রয় পেয়েছিল। এগুলির বিজ্ঞাপণে যেমন "Purely Swadeshi" কথাটি ব্যবহার করা হয়েছিল।<sup>৩৬</sup> সেখানে আবার এমনও লেখা ছিল যে সেখানে "English Cricket Bat" ও পাওয়া যায়। ১৯০৫-এ ৯৩ নং কর্ণওয়ালিস স্ট্রীটে খোলা হয়েছিল স্বদেশী বাজার। সেখানে মিলের তৈরি কাপড় থেকে নিব, নোটপ্যাড, চিঠির খাম, ছুরি, কাঁচি, চিরুনি, হেয়ার পিন, সেফটি পিন, কালি, খেলার তাস, মোমবাতি, পারফিউম, দাঁত মাজার পাউডার, খেলনাপাতি ইত্যাদি হরেকরকম জিনিস থাকত।<sup>৩৭</sup> অখিল চন্দ্র পাল কলকাতার চাঁদনিচকে যে দোকান খুলেছিলেন সেখানে ভারতবর্ষের সকল প্রকার শাড়ি-কাপড় বিক্রি হত। তার বিজ্ঞাপণের Tag Line ছিল “স্বদেশ স্বদেশ স্বদেশ”।<sup>৩৮</sup> এগুলি থেকে এই বিষয় প্রতিভাত হয় যে স্বদেশী নামটি থকলে সেখানে যা রাখা হবে সবই স্বদেশী দ্রব্য হিসাবে বিক্রি হবে। কিন্তু সেই সকল জিনিসগুলি সত্যিই ছিল কিনা তা পরীক্ষার কোন ব্যবস্থা ছিল না। তাই তাদের স্বদেশী উদ্যোগকে সন্দেহের উর্ধ্বে করা যাচ্ছে না। এগুলি থেকে বোঝা যায় স্বদেশী আন্দোলন একশ্রেণির মানুষকে অর্থ ও প্রতিপত্তি লাভের সুযোগ এনে দিয়েছিল। সেই সুযোগে টাটা গোষ্ঠীর এমপ্রেস মিল ব্রিটিশ ও অন্যান্য পুঁজিপতিদের প্রতিযোগিতার সম্মুখীন হলে ১৮৮৫ খ্রিস্টাব্দে বোম্বাইতে স্বদেশী মিল নামক মিল স্থাপন করেছিলেন যা স্বদেশী যুগের বহু আগে। আবার স্বদেশী যুগে অনেককে চাকরি ছেড়ে ব্যবসাতেও নামতে দেখা যায়। তাই আনন্দ কে. কুমারস্বামী (Ananda K. Coomaraswamy) বলেছেন যে স্বদেশী আন্দোলন দিয়ে আশা করা হয়েছিল স্বদেশী শিল্পের উন্নতির মাধ্যমে বিদেশী দ্রব্য ক্রয় বন্ধ করে দেশের অর্থের বহিঃনিষ্ক্ষমণ বন্ধ করা যাবে। কিন্তু তা সফল হয়নি। কারণ "It (Swadeshi) is purely commercial feeling that inspire the Swadeshi Movement." তৎকালে সবাই চাইত বিদেশীদের ওপর নিজের কর্তৃত্ব প্রতিষ্ঠা করতে, নিজের সামগ্রিকে বেশি বিক্রি করতে। তবে সেই সময় বাংলার বুকে এমন কিছু সামগ্রি উৎপাদিত হত যেগুলির চাহিদা ছিল অনন্য। কারণ সেগুলি ছিল নান্দনিক। এগুলির মধ্যে উল্লেখযোগ্য ছিল - সুন্দর ছাপানো সিল্কের শাড়ি, ঢাকার মসলিন, ছাতার লাঠি ইত্যাদি। এগুলির উৎপাদকরা বিদেশী দ্রব্য অপেক্ষা নিজেদের দ্রব্য বিক্রি করতে বেশি উৎসাহী ছিল। অনেক ইউরোপীয় ব্যক্তি নিজের দেশে ফিরবার সময় এগুলি কিনে নিয়ে যেতেন। এক্ষেত্রে বিদেশীদের এদেশীয় জিনিস কিনতে মানসিকভাবে বাধ্য করা হত। এতে স্বাদেশীকতাকে আরও চরমপর্যায়ে নিয়ে যাওয়া হত বলেই কতিপয় ঐতিহাসিক মন্তব্য করেছেন। ঐতিহাসিক বি. ডি. বার্ভে (B.D.Barve) এই ধরনের কার্যকলাপকে “Aggressive Swadeshi” বলে আখ্যায়িত করেছেন।<sup>৩৯</sup> এক্ষেত্রে ব্যতিক্রম হলেও অধিকাংশ ক্ষেত্রেই দেশীয় উদ্যোগপতিরা মানুষের ভাবাবেগকে নিজেদের স্বার্থে ব্যবহার করে দেশীয় জিনিস কিনতে বলতেন। দেশীয় জিনিসকে বিদেশী জিনিসের থেকে ভালো বলে তারা ভারতবাসীর দেশপ্রেমকে ব্যবসার কাজে ব্যবহার করেছিলেন। এ হিসাবে বলা যায় যে স্বদেশী যুগের একদল উদ্যোগপতি ‘স্বদেশ ধূয়া’কে ব্যবহার করে নিজেদের ব্যবসাকে সমৃদ্ধ করেছিল। তবে অনেকে আবার স্বদেশ প্রীতি ও ইংরেজদের প্রতি ঘৃণাবসত শিল্প সম্প্রসারণে নিজেদের নিয়োজিত করেছিল। অতএব স্বদেশী আন্দোলনের হাত ধরে দেশীয় শিল্পোদ্যোগ ও তার প্রসারের মূলে স্বদেশী ভাবনায় একমাত্র কাজ করেছিল- এরকম সরলরৈখিক ব্যাখ্যা বাদ দিয়ে সে যুগের বৃহত্তর প্রেক্ষাপটে স্বদেশী শিল্পের চরিত্র ও প্রভাবকে আলোচনা করাটাই অধিক যুক্তিযুক্ত হবে।

<sup>৩৫</sup> Ibid, page-122.

<sup>৩৬</sup> Amrita Bazaar Patrika, April-6, 1906, page-8.

<sup>৩৭</sup> Ibid, May- 8, 1905, page-7

<sup>৩৮</sup> Ibid, August-13, 1906, page-8

<sup>৩৯</sup> Satish Chandra,... Vol-IX, May -1906, page-310.

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## অব্যক্ততত্ত্বালোচনা : সাংখ্য ও বেদান্তদর্শনের আলোকে

মহাদেব দাস বৈরাগ্য  
গবেষক, সংস্কৃত বিভাগ, বিশ্বভারতী

“দুচোখ মেলিয়া দেখি যারে  
প্রকাশ তার আপন অন্তরে।”

অজানা অদেখার আকৃতি নিরন্তর মানুষের অন্তরে নাড়া দেয়। জগতে যা কিছু আমাদের দৃষ্টিপথে উদ্ভাসিত সেগুলি দৃশ্যমান বা ব্যক্ত। যাদের প্রকাশ ইন্দ্রিয়গোচর নয় অথবা আপাতদৃষ্টিতে যেগুলি অজ্ঞাত এবং রহস্যাবৃত সাধারণভাবে তাদের অব্যক্তরূপে অভিহিত করা হয়। অনির্দিষ্ট, অপ্রত্যক্ষ, অদৃশ্য, ইন্দ্রিয়াগ্রাহ্য, সংখ্যাতিত, অস্পষ্ট, প্রভৃতি শব্দ অব্যক্তের পর্যায়বাচক। ব্যঞ্জ ধাতু ক্ত প্রত্যয়াবদ্ধ হয়ে ব্যক্ত শব্দ এবং ন ব্যক্ত; এইভাবে সমাস যোগে অব্যক্ত পদ নিষ্পন্ন। পুংলিঙ্গে শিব, বিষ্ণু প্রভৃতি অর্থে এবং ক্লীবলিঙ্গে প্রকৃতি, কারণ ইত্যাদি বোঝাতে অব্যক্ত শব্দ প্রযুক্ত।

কার্যবস্তুর দর্শন থেকে তার কারণের অনুসন্ধান ভারতীয়দর্শনপরম্পরার রীতি বিশেষ। মহর্ষি কপিল প্রণীত প্রাচীনতম সাংখ্যদর্শন এর অন্যথা নয়; বরং লৌকিক অভিজ্ঞতা ও যুক্তির সাহায্যে সেখানে স্থূল জগতের মূল কারণ অন্তর্নিহিত হয়েছে। ক্ষিত্যাতি স্থূলভূত সমূহের মূলকারণরূপে কল্পিত হয়েছে প্রকৃতি। তার স্বরূপ জ্ঞাপিত হয়েছে সাংখ্যসূত্রে- “সত্ত্বরজস্তমসাং সাম্যাবস্থ্যা প্রকৃতিঃ-----”।<sup>১</sup> সাংখ্যতত্ত্বকৌমুদীকার ও অনুরূপ অভিমত ব্যক্ত করেছেন -“প্রকরোতীতি প্রকৃতিঃ প্রধানম্, সত্ত্বরজস্তমসাং সাম্যাবস্থ্যা সা অবিকৃতিঃ প্রকৃতিরবেত্যর্থঃ”।<sup>২</sup> সত্ত্বরজ-তমো গুণত্রয়ের সাম্যাবস্থায় প্রকৃতি, অথবা যাতে কার্যের প্রকৃষ্টকারণতা বর্তমান, প্রধান তার নামান্তর এবং অবিকৃতি যার স্বরূপ তা প্রকৃতি পদবাচ্য। কার্যসমুদয় সুখ-দুখমোহাত্মক, ক্রিয়াশীল এবং জড় বা অচেতন। সত্ত্বাদিগুণত্রয়াত্মকতায় হল সুখ-দুখমোহাত্মক শব্দের অর্থ। সত্ত্বাদিগুণত্রয় প্রকৃতিতে সাম্যাবস্থায় থাকে। সাম্যাবস্থা হল গুণত্রয়ের ন্যূনাধিক ভাবরহিত অবস্থা। এজন্য প্রকৃতি বা প্রধান হল গুণত্রয়ময়ী এবং জড় বা অচেতনাত্মিক।

সৃষ্টির পূর্বে ভূতজগৎ কারণভূতা প্রকৃতিতে সুক্ষ্মাকারে অবস্থান করে। কার্যের এই সুক্ষ্মাবস্থা অব্যক্তরূপে গৃহীত। প্রকৃতি হল বিশ্বজগতের অব্যক্ত কারণ। এজন্য প্রকৃতির নামান্তর হল ‘অব্যক্ত’। অব্যক্তরূপা প্রকৃতি কার্যের উৎপাদিকা শক্তিবিশিষ্ট। প্রকৃতিতে গুণত্রয়ের বৈষম্য হলে প্রতিলোমক্রমে মহাদাদি বিকারভূততত্ত্বসমূহের পরিণাম প্রাপ্ত হয়ে থাকে।

অব্যক্ত বা প্রকৃতি কার্যদ্রব্যের প্রকৃষ্টকারণরূপে বিবেচিত তা পূর্বেই উল্লেখিত হয়েছে। প্রকৃষ্ট অর্থে প্রধান বা উপাদান কারণই বোধ্য। তত্ত্বকৌমুদীতে বলা হয়েছে -“বিশ্বস্য কার্যসংঘাতস্য সা মূলম্”।<sup>৩</sup> এই অংশে ‘মূলম্’ শব্দব্যবহার থেকে ও প্রকৃতির উপাদান কারণত্ব অনুমিত হয়। অব্যক্ত কারণ হলেও তার কারণান্তর স্বীকার সাংখ্যবাদীগণের অভিপ্রেত নয়। অন্যথা তার অবিকৃতিরূপের যেমন হানি ঘটবে তেমনই শাস্ত্রসিদ্ধ ‘অনবস্থা’ দোষ ও প্রকট হবে। তাই বলা হয়েছে- “ন তু স্যা মূলান্তরাস্তি অনাবস্থাপ্রসঙ্গাৎ”।<sup>৪</sup> অপরপক্ষে সাংখ্যকারিকাকার- “মূলপ্রকৃতিরবিকৃতিঃ-----”<sup>৫</sup> কারিকায় বিকাররহিত অব্যক্তরূপে অব্যক্তের যে প্রকৃতি নির্ণয় করেছেন তার দ্বারা নিত্যস্বরূপ প্রকটিত হয়। প্রকৃতি যদি নিত্য হয় তাহলে তার পরিণাম কিভাবে সম্ভব ? এর উত্তরে বলা যেতে পারে প্রকৃতির পরিণামাত্মক সুক্ষ্মশরীর ভোগসাধনোপযোগী স্থূলশরীরে অবস্থান্তরিত হলে উভয়শরীরের সংযোগবশতঃ সংসারসাধিত হয়ে থাকে। অব্যক্ত তখন মহাদাদিতত্ত্বসৃষ্টিদ্বারা ধর্মাদর্ম, জ্ঞানাজ্ঞান, ঐশ্বর্য্যনৈশ্বর্য্য, বৈরাগ্যবৈরাগ্য, অষ্টবিধ রূপসাহচর্য্যে সংসরণশীল পদার্থে পরিণত হয়ে নিত্য বদ্ধ হয়- “সংসরতি বধ্যতে মুচ্যতে চ নানাশ্রয়া প্রকৃতিঃ”।<sup>৬</sup> বন্ধনাদি প্রকৃতিস্থ গুণত্রয়ের পরিণাম। এজন্য এগুলি প্রকৃতিসম্বন্ধ। সাংখ্যে পুরুষ অপরিণামী, চেতন, হওয়ায় বন্ধ-মোক্ষ তাতে উপচারিত বা আরোপিত হয় মাত্র। পুরুষের আরোপিত বন্ধ-মোক্ষের নিমিত্ত প্রকৃতিকেই বন্ধ-মোক্ষের সঙ্গে সংযুক্ত হতে হয়। এখানে ‘নানাশ্রয়া’ শব্দ প্রয়োগদ্বারা আনেক পুরুষাশ্রয়ত্ব হেতু কোন কোন সাংখ্যচার্য্যগণ প্রকৃতির বা অব্যক্তের ও অনেকত্ব স্বীকার করেছেন। তবে বস্তুতঃ মূল প্রকৃতি বা অব্যক্ত এক। তার পরিণামভূত পদার্থসমুদয়ের অনেকত্ব প্রতীতি হয়।

সাংখ্যসূত্রকার- “ত্রিগুণাচেতনত্বাদি দ্বয়োঃ”<sup>৭</sup> সূত্রে ত্রিগুণময়ী, অচেতন, ব্যতীত আদিপদ গ্রহণদ্বারা অব্যক্তের অবিবেকিত্ব, বিষয়ত্ব, প্রসবধর্মিত্ব, প্রভৃতি ধর্ম স্বীকার করেছেন। ত্রিগুণময়ী, অচেতন স্বরূপের কথা পূর্বেই জ্ঞাপিত। এখানে বিবেক শব্দ ভেদসূচক। প্রকৃতি অবিবেকী অর্থাৎ ভেদাভাববতী। মহাদাদি কার্য ও কারণভূতা মূল প্রকৃতি অভিন্ন। তাতে জ্ঞানগ্রাহ্যত্ব ধর্ম বিদ্যমান বলে তা জ্ঞেয়। এই ধর্মবিশেষের জন্য ব্যক্তিকর্তৃক অব্যক্তের জ্ঞান হয়ে

থাকে। অব্যক্ত প্রসবধর্মী। প্রসব শব্দের অর্থ পরিণাম। পরিণামের সঙ্গে প্রকৃতি স্বতঃ সঙ্ঘটিত। প্রকৃতি জড়াত্মিকা হয়েও নিত্যরূপে জগন্ময় ব্যপ্ত হয়ে রয়েছে।

বেদান্তদর্শনের বিচারে অব্যক্তের স্বরূপ আলোচনায় ভিন্ন মাত্রা লাভ করেছে। যা ব্যক্ত বা প্রকাশিত নয় এরূপ ব্যুতপত্তিলভ্য অব্যক্তের স্বরূপ নির্বচন করে সাংখ্যের অব্যক্তের সঙ্গে স্বরূপগত সহমত কিন্তু স্বীকৃত হয়নি। অব্যক্ত শব্দ শ্রুতিপ্রতিপাদিত--

“মহতঃ পরমব্যক্তমব্যক্তাৎ পুরুষ পরঃ।

পুরুষান্ন পরং কিঞ্চিৎ সা কাষ্টা সা পরাগতিঃ”<sup>১৮</sup>

মহত্ত্ব হতে অব্যক্ত এবং অব্যক্ত হতে পরমপুরুষ শ্রেষ্ঠ। এখানে মহৎ শব্দের দ্বারা মহান্ আত্মা বা জীবাত্মা পরিজ্ঞাত। অব্যক্ত হল মায়া প্রকৃতি বা শক্তি। বেদান্তে আকাশ, অক্ষর, মায়া বা অবিদ্যা, অজ্ঞান প্রকৃতি ইত্যাদি অব্যক্ত শব্দের পর্যায়বাচক। বেদান্তনয়ে অব্যক্ত অপরিচ্ছিন্ন এবং আকালের হেতু বলে আকাশ নামে অভিহিত। ব্রহ্মজ্ঞানব্যতিরেকে ক্ষরণ বা নিবৃত্তি হয় বলে অক্ষররূপে, বিচিৎকার্যকারিণী হওয়ায় মায়া রূপে স্বীকৃত হয়েছে। বেদান্তসারগ্রন্থে মায়া বা অজ্ঞানের স্বরূপ জ্ঞাপিত হয়েছে- অজ্ঞানং তু সদসদ্ভ্যাম্ অনির্বচনীয়ং ত্রিগুণাত্মকং জ্ঞানবিরোধি ভাবরূপং যৎকিঞ্চিৎ ইতি বদন্তি”<sup>১৯</sup> সদসদ্ বিলক্ষণ, ত্রিগুণাত্মক, যথার্থজ্ঞানবিরোধী, ভাবরূপ কোন একটি সত্ত্বমাত্ররূপে মায়া বা অজ্ঞানের অনুভব হয়ে থাকে। তা পরমেশ্বরশ্রী। জগতের সৃষ্টিকার্যে অনভিব্যক্ত পরমপুরুষের প্রকৃতিকে বোঝায়। এই অব্যক্ত প্রকৃতি সৃষ্টির মূল। বেদান্তদর্শনে অব্যক্ত বা মায়াকে স্বতন্ত্র স্বীকার করা হয়নি। বরং তা অনিত্য বা জড় পদার্থবিশেষ। সাংখ্যের অব্যক্তকে জড়াত্মিকা বলা হলেও তা নিত্যস্বরূপ।

অব্যক্ত আবরণ-বিক্ষেপ শক্তিদ্বারা পরমাত্মার নিত্যস্বরূপকে আবৃত করে স্কুল জগদাকারে বিবর্তিত করে জীবাদি বস্তুসমুদয় অপেক্ষা তা শ্রেষ্ঠ বলে জীব নিজ সামর্থ্যে মায়াকে বশীভূত করতে সামর্থ্য নয়, বরং মায়া দ্বারাই বশীভূত। তবে অব্যক্ত বা মায়া পরমেশ্বরের শক্তিস্বরূপিণী। পরমপুরুষ কুটস্থ অসঙ্গ নিত্য। পরমেশ্বরের জগৎ কর্তৃত্ব মায়া ব্যতীত সম্পাদিত হয় না। জগৎ সৃষ্টি কার্যে অব্যক্ত বা মায়া সহকারিণী। তা পুরুষোপাধিভূতা হয়ে জীবের বন্ধনের কারণ হয়।

সাংখ্যের প্রকৃতি বা অব্যক্ত পুরুষের অপবর্গের সহায়ক। প্রকৃতির পরিণামভূত বুদ্ধির সাহায্যে চৈতন্য পুরুষের সত্ত্বপুরুষান্যাত্ম্যাত্মি বা বিবেক জ্ঞান জন্মায়। তা থেকে পরমপ্রাপ্তি ঘটে। বেদান্তশাস্ত্রে অব্যক্ত কোন অবস্থাতেই জীবের মুক্তির সহযোগী নয় বরং জীবসকলকে তমসাবৃত ঘণাক্ষরে নিমজ্জিত করে। বেদান্তবাদীগণ অব্যক্তের বা মায়ার জগৎ কারণতা স্বীকার করেননি- “জন্মাদ্যস্য যতঃ”<sup>২০</sup>, “যতো বা ইমানি ভূতানি জায়ন্তে”<sup>২১</sup> ইত্যাদি শ্রুতিবচনসমুদয় পরমপুরুষের জগৎ কারণত্ব প্রতিপাদনেই সমন্বিত। শাক্তরভাষ্যে বলা হয়েছে- “বেদান্তবাক্যানাং ব্রহ্মকারণবাদং প্রতি বিদ্যতে, ন প্রধানকারণবাদং প্রতি ইতি”<sup>২২</sup>। ব্রহ্ম সর্বসমুদয়ের নিমিত্তোপাদান কারণ, অব্যক্ত সৃষ্টিকার্যে সহকারী মাত্র। এই বিচারে সাংখ্যের অব্যক্ত ভাবনার সঙ্গে বিস্তর বৈমত্য পরিলক্ষিত হয়।

সাংখ্যদর্শনে পুরুষ-প্রকৃতির বিবেকবোধে প্রকৃতির বিভূতিবিশেষ অবগমনের জন্য তা সাধকের জ্ঞেয় বিষয়রূপে কল্পিত হয়েছে। বেদান্তবাদীগণের মতে পরমাত্মাই একমাত্র জ্ঞেয়, অব্যক্ত বা মায়া নয়। তবে বেদান্তশাস্ত্রে অব্যক্ত শব্দ প্রয়োগ যাতে নিরর্থক না হয় তার জন্য অব্যক্তের উপাসনাদিবোধক বিবিধ কল্পনা করে শাস্ত্রে প্রয়োগ নিরর্থকত্বের অবসান ঘটানো হয়েছে।

অবশেষে বলা যায় বেদান্তের অব্যক্ত পরম সত্ত্বরূপে কল্পিত নয়। সাধকের পরমার্থবিষয়ক যথার্থজ্ঞানোদয়ে অব্যক্তের নিবৃত্তি ঘটে এবং অব্যক্তপ্রসূত বা মায়া প্রসূত জগৎ প্রপঞ্চ ও পরমপুরুষে বিলীন হয়। এইভাবে উভয়দর্শনে সর্বিস্তর অব্যক্তের স্বরূপ নির্ধারিত হয়েছে। তবে শাক্ত, শৈব প্রভৃতি দর্শনশাস্ত্রে ও অব্যক্তের স্বরূপ আলোচনার অতিশয় অপেক্ষা রাখে বলে আমার মনে হয়।

#### সহায়ক তথ্যপঞ্জী :

- ১। সাংখ্য.সূ.- ১/৬১
- ২। তত্ত্বকৌমুদী.কা - ৩
- ৩। তদেব
- ৪। তদেব
- ৫। সাংখ্য.কা - ৩
- ৬। ঐ - ৬১
- ৭। সাংখ্য.সূ
- ৮। কঠ.উপ - ১/৩/১১
- ৯। বেদান্তসার - ৩৪

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১০। ব্রহ্মসূ - ১/ ১/২

১১। শ্বেউ

১২। ব্র.সূ - ১/৪/১

গ্রন্থপঞ্জী :

১. বেদান্তসার (১৯৯৮), স্বামী আমৃতানন্দ কর্তৃক অনুদিত,উদ্বোধন কার্যালয়, কলি ।
২. সাংখ্যসূত্রম্ , রামশঙ্কর ভট্টাচার্য কর্তৃক সম্পাদিত, বারাগসী ।
৩. বেদান্তদর্শনম্ (১৪১৩), স্বামী বিশ্বরূপানন্দ কর্তৃক অনুদিত, কলি ।
৪. ভারতীয়দর্শনকোষ (১৩৮৪),শ্রী শ্রী মোহন ভট্টাচার্য এবং দীনেশ ভট্টাচার্য কর্তৃক সম্পাদিত সংস্কৃত কলেজ,কলি ।

## ওঁকার তত্ত্ব ও তার প্রাসঙ্গিকতা

অমিত কুমার সাহা

অধ্যাপক, সংস্কৃত বিভাগ, মহারাজাধিরাজ উদয় চাঁদ মহিলা মহাবিদ্যালয়, বর্ধমান, পশ্চিমবঙ্গ

Email : amit.burd@gmail.com

ঋদ্ধ উপাসনা সত্ত্বগুণ বৃদ্ধি করে এবং দার্শনিক তত্ত্বসমূহের প্রকাশক হয়। ঐহিক ও পারত্রিক উভয় জ্ঞানই উপাসনার দ্বারা ঋষির মননঋদ্ধ হৃদয়ে উদ্ভাসিত হয়। ভারতীয় ঋষিগণ পারমার্থিক উদ্দেশ্য নিয়ে ব্রহ্ম বা ইষ্টদেবতার উপাসনায় রত হন। ‘প্রতীক উপাসনা’ তাদেরই অন্যতম। সর্বব্যাপী বস্তুর সংসৃষ্ট কোন বস্তুকে সর্বব্যাপী বস্তুজ্ঞানে উপাসনাকে ‘প্রতীক উপাসনা’ বলা হয়। যেমন—সর্বব্যাপী নারায়ণের উপাসনা করা হয় শালগ্রাম শিলায়, অথবা সর্বব্যাপী ব্রহ্মের ওঁকার রূপে উপাসনা। সুপ্রাচীন শাস্ত্রে ওম্ এবং ওঁ এই দুটি শব্দই পাওয়া যায়। অনেক বৈদিক মন্ত্রের শুরুতে এবং গায়ত্রী মন্ত্রের শুরুতে ওম্ শব্দের ব্যবহার দৃষ্ট হয়। প্রণব, আরম্ভ, স্বীকৃতি, অনুমতি, মঙ্গল, শুভ, ব্রহ্ম প্রভৃতি ওম্ শব্দের আভিধানিক অর্থ।

অ, উ এবং ম সহযোগে ওঁকার হয়। অ-কার কে বলা হয় ঋগ্বেদের স্বরূপ, উ-কার হল যজুর্বেদের স্বরূপ এবং ম-কার হল সামবেদের স্বরূপ। আবার অ-কার ভূলোক বা পৃথিবী, উ-কার ভুবলোক বা আকাশ এবং ম-কার স্বঃ বা স্বর্গলোক বলে অভিহিত। ওঁকারই অক্ষর পুরুষ বা অক্ষর ব্রহ্ম—অজ, নিত্য ও শাস্বত। উপনিষদের ঋষিগণ এই ওঁকার তত্ত্ব নিয়ে বিশদভাবে আলোচনা করেছেন এবং প্রাধান্য দিয়েছেন। তাই প্রত্যেক শাস্ত্রি পাঠেই ওঁকার এর প্রয়োগ দেখা যায়। এই ওঁকার এর ওপর নাম প্রণব, নাদ, উদীথ প্রভৃতি। ছান্দোগ্য উপনিষদে ওঁকারকে উদীথ রূপে উপাসনা করার নির্দেশ পাওয়া যায়।<sup>১</sup> উদীথ হল সামবেদের ‘রস’ বা ‘কারণ’। এই উদীথ রসসমূহের পরম রস, পরম বস্তু, পরম ধাম এবং পৃথিব্যাদি রসসমূহের মধ্যে এর স্থান অষ্টম। উক্ত উপনিষদে বলা হয়েছে বাক্যই ঋক্, প্রাণই সাম, ‘ওম্’ এই অক্ষরই উদীথ। যা বাক্ ও প্রাণ অথবা ঋক্ ও সাম—তাই হল মিথুন। এই মিথুন যখন ‘ওম্’ এই অক্ষরে সম্মিলিত হয় তখনই তারা পরস্পরের কামনা পূর্ণ করে থাকে—“তদেতন্মিথুনমোমিত্যেতস্মিন্মক্ষরে সংসৃজ্যতে যদা বৈ মিথুনৌ সমাগচ্ছত আপয়তো বৈ তাবন্যোন্মাস্য কামম্”<sup>২</sup>। ‘ওম্’ এই অক্ষরটি অনুমতির জ্ঞাপক। এটি শ্রেয়ঃ তথা ঐশ্বর্য লাভের হেতু—প্রাজ্ঞ ব্যক্তি যদি এটি অবগত হয়ে ‘ওম্’ অক্ষরকে উদীথরূপে উপাসনা করেন তাহলে তাঁর সকল কামনা পূর্ণ হয়। এই অক্ষর দ্বারা যাগহোমাদি কর্ম সম্পাদিত হয়। এই কর্ম যখন আদিত্যমণ্ডলে উপস্থিত হয় তখন আদিত্য বৃষ্টি প্রেরণ করেন। অতঃপর বৃষ্টি থেকে অন্ন উৎপন্ন হয় এবং অন্ন থেকে প্রাণের উদ্ভব হয়। ছান্দোগ্য উপনিষদে দেখা যায় দেবতাগণও উদীথ দ্বারা অসুরদেরকে পরাভূত করার বাসনায় উদীথ উপাসনা করেছেন। প্রাণ ও সূর্যকে উদীথরূপে উপাসনা করার পর ব্যানকে উদীথরূপে উপাসনা করতে বলা হয়েছে। প্রাণ বলতে মুখ ও নাসিকা দ্বারা যে বায়ুকে নিঃসরণ করা হয় তাঁকে বোঝায়। যে বায়ুকে অভ্যন্তরে আকর্ষণ করা হয় তাই অপান। আর প্রাণ ও অপানের সন্ধিকে ব্যান বলা হয়। যা ব্যান তাই হল বাক্। উদীথের অক্ষরসমূহের অর্থাৎ ‘উৎ’, ‘গী’ এবং ‘থ’ এর ব্যাখ্যা প্রসঙ্গে বলা হয়েছে—প্রাণই হল ‘উৎ’, কারণ প্রাণদ্বারাই সকলের উত্থান হয়। বাক্ই হল ‘গী’ এবং অন্নই হল ‘থ’।<sup>৩</sup> ‘ওম্’কে আবার স্বরও বলা হয়েছে, এই অক্ষর অমৃত অভয়স্বরূপ। দেবগণ ওঁকারের ধ্যান করে অমৃত ও অভয় হয়েছিলেন।<sup>৪</sup> ছান্দোগ্য উপনিষদের প্রথম অধ্যায়ের পঞ্চম খণ্ডে আদিত্যকে উদীথ এবং প্রণব রূপে বর্ণনা করা হয়েছে—“যঃ উদীথঃ স প্রণবো যঃ প্রণবঃ স উদীথঃ”। ঋষি কৌষীতকি অভীষ্ট ফল পূরণের নিমিত্ত আদিত্যের ধ্যান করেছিলেন এবং তাঁর ফল পূরণ হওয়ায় তিনিও তাঁর পুত্রকে ঈক্ষিত কার্য সংঘটনের নিমিত্ত ধ্যান করার উপদেশ দেন।

মাণ্ডুক্য উপনিষদে বর্ণিত হয়েছে যে এই সমগ্র জগৎই ‘ওম্’ এই অক্ষরস্বরূপ। যা কিছু অতীত, যা কিছু বর্তমান, যা কিছু ভবিষ্যৎ—সবই ওঁকার। আবার ত্রিকালের অতীত যা কিছু আছে তাও ওঁকারস্বরূপ।<sup>৫</sup> কঠোপনিষদে যম নচিকেতাকে বলেছেন—সমস্ত বেদ যে পদকে প্রাপ্তব্য বলে কীর্তন করে, যাঁর উদ্দেশ্যে সমস্ত তপস্যা করা হয়, যাঁকে পাওয়ার বাসনার্থে সাধকবর্গ ব্রহ্মচর্যের অনুষ্ঠান করে থাকেন সেই পদটি হল ‘ওম্’।<sup>৬</sup> ওঁকার বা প্রণবের সঙ্গে ব্রহ্ম বা ঈশ্বরের বাচ্য-বাচক সম্বন্ধ বিদ্যমান। এই ওঁকার অপর বা সর্বগত ব্রহ্ম আবার এই অক্ষরটিই পর বা সর্বাভীত ব্রহ্ম।<sup>৭</sup> ওঁকার উভয়বিধ ভাবেরই জ্ঞাপক। তাই ওঁকারতত্ত্ব অবগত হলে ব্রহ্মকেই সম্যক্ জানা যায়। ওঁকার হল ব্রহ্মের প্রকৃষ্ট জ্ঞাপক। ‘ওম্’কে ব্রহ্মপ্রাপ্তির উপায় এবং ব্রহ্মের জ্ঞাপক জানতে পারলে সাধকের ব্রহ্মলোক প্রাপ্তি হয়।<sup>৮</sup> প্র-নু ধাতুর সঙ্গে অপ্ প্রত্যয়ের যোগে প্রণব শব্দটি গঠিত। ওঁকার সর্বদা প্রতিধ্বনি সৃষ্টি করে বলে একে প্রণব বলা হয়। যোগ দর্শনের

মতে কায়িক, বাচিক ও মানসিক এই ত্রিবিধ ভক্তিবিশেষে ঈশ্বরের উপাসনা করলে অচিরেই সমাধি ও ফললাভ হইয়ে থাকে। অ-কার, উ-কার, ম-কার ও নাদবিন্দু এই সাদৃশ্যবোধাত্মক ওঁঙ্কারের বাচ্য ঈশ্বর—ওঁঙ্কার ঈশ্বরের বাচক—“তস্য বাচকঃ প্রণবঃ”<sup>১০</sup>। প্রণবের জপ এবং প্রণবার্থ পরমেশ্বরের চিন্তন এই দুটির অনুষ্ঠান করলে যোগীর চিত্তে একাগ্রতা জন্মে। যোগমতে শব্দ ও অর্থের সম্বন্ধ স্বতঃসিদ্ধ, সঙ্কেত দ্বারা তাঁর অভিব্যক্তি হয় মাত্র। সঙ্কেত দুই প্রকারের হয়—ঈশ্বর সঙ্কেত ও আধুনিক সঙ্কেত। ঘটাদি স্থলে ঈশ্বর সঙ্কেত আর দেবদত্ত প্রভৃতি স্থলে আধুনিক সঙ্কেত। পতঞ্জলির মতে সকল শব্দই শব্দের বাচক। ঈশ্বর সঙ্কেত দ্বারা তার প্রকাশ হয় মাত্র—কেবল অর্থবিশেষে নিয়মিত হয়। বাচস্পতি মিশ্রের মতে—“স্থিতোহস্য বাচ্যস্য বাচিকেন সহ সম্বন্ধঃ, সঙ্কেতস্ত ঈশ্বরস্য স্থিতমোবার্থমভিনয়তি”<sup>১১</sup>। বৈয়াকরণগণের মতে বাক্ চতুর্বিধ—পরা, পশ্যন্তী, মধ্যমা ও বৈখরী। পরা বাক্ থাকে মূল্যধারে। এতে কোন স্পন্দন থাকে না। একে শব্দব্রহ্ম বলা হয়। নিস্পন্দ শব্দে যখন স্পন্দন দেখা যায় তখন তাকে ‘পশ্যন্তী’ বাক্ বলে, যা নাভিদেশে থাকে। একেই ওঁঙ্কার ধ্বনি বলে। ঋষি ও যোগীগণ এই ধ্বনিকে প্রত্যক্ষ করে থাকেন। একে নাদও বলা হয়েছে। পুরাণ, উপনিষদ ও আরণ্যকে প্রাণীর দেহমধ্যস্থিত অস্ফুট সূক্ষ্ম শব্দ এবং মহাকাশে নিয়ত-সঞ্চরণশীল স্পন্দনাভ্যুত সূক্ষ্ম শব্দ—এই উভয়কেই নাদ নামে অভিহিত করা হয়েছে। উপনিষদ মতানুযায়ী সূক্ষ্ম বা অতিসূক্ষ্ম নাদই প্রণব পদবাচ্য। উপনিষৎ সমূহের মধ্যে কোথাও কোথাও নাদ বা ওঁঙ্কারকেই ব্রহ্মরূপে বর্ণনা করা হয়েছে। তাহলে কি এই ওঁঙ্কার, প্রণব বা নাদ বাচ্য, বাচক উভয়ই(ব্রহ্মও হবে আবার ব্রহ্মের বাচকও হবে)—এই প্রশ্ন উত্থিত হয়। এর উত্তরে বলা যায় ওঁঙ্কার, প্রণব বা নাদ ব্রহ্মের বাচকই। “সর্বং খলিদং ব্রহ্ম”—এই যুক্তিতে নাদ বা ওঁঙ্কারকেও ব্রহ্মের পরিদৃশ্যমান রূপ বলে কল্পনা করা যায়। আচার্য্য জগন্মোহন তর্কালঙ্কার ‘নাদব্রহ্ম’ শব্দটির অর্থ করেছেন—‘নাদ-প্রতিপাদ্য ব্রহ্ম’<sup>১২</sup>। লিঙ্গপুরাণের সপ্তদশ অধ্যায়ে নাদ বা প্রণবকে ঈশ্বরের বাচক রূপেই বর্ণনা করা হয়েছে—

“চিন্তয়া রহিতো রুদ্রো বাচো যন্মুনা সহ।

অপ্রাপ্য তং নিবর্তন্তে বাচ্যস্তেকাক্ষরেণ সং”।।

প্রপঞ্চসার নামক তন্ত্রগ্রন্থে ওঁঙ্কার ও নাদের অভিন্নতা স্বীকার করা হয়েছে। কারণরূপ ওঁঙ্কার স্বাবর-জঙ্গমাভ্যুত সমগ্র ব্রহ্মাণ্ড জুড়ে বিরাজমান। উক্ত ওঁঙ্কারই নাদ, প্রাণ, জীব, ঘোষ প্রভৃতি নামে অভিহিত।<sup>১৩</sup>

পুরাণের যুগে ওম্ শব্দটি অ, উ, ম-এই তিনটি ধ্বনিকে বোঝাত। অ- বিষ্ণুর বোধক, উ-মহেশ্বরের বোধক এবং ম-ব্রহ্মার বোধক। ওম্—এই ধ্বনিতে অ, উ, ম—এই রূপ ওম্ শব্দটি আবার জীবের তিন অবস্থাকে বোঝায়। অর্ধচন্দ্রাকার সংকেতটি মায়া উপহিত চৈতন্য বা ঈশ্বরকে বোঝায়। আর অর্ধচন্দ্রাকার চিহ্নটির উর্দ্ধস্থিত বিন্দুটি তুরীয় ব্রহ্মের দ্যোতক। ‘নাদবিন্দু উপনিষদ’ের ঋষি ওঁঙ্কারকে অ, উ, ম, নাদ ও বিন্দু—এই পাঁচটি বর্ণসম্বন্ধিত বলেছেন। ঋষি প্রণবকে হংসপক্ষীরূপে কল্পনা করেছেন। সেখানে বলা হয়েছে— অ-কার হল হংসের ডানপক্ষ, উ-কার হল বামপক্ষ, ম-কার হল পুচ্ছ আর নাদ ও বিন্দু হল উক্ত হংসপক্ষীর মস্তক। এই হংসপক্ষী আসলে সকল মঙ্গলের সমষ্টি। আচার্য্য গৌড়পাদের মতে ওঁঙ্কারের তুরীয়মাত্রা বা নাদ সকল স্থূলশব্দের মূল উৎস। সমগ্র শব্দজগৎই ওঁঙ্কারের দ্বারা পরিব্যাপ্ত। কাজেই সকল বাচক শব্দই ওঁঙ্কারের অন্তর্ভুক্ত। জাগতিক সমস্ত বাচক শব্দ ওঁঙ্কার স্বরূপ হওয়ায় গৌড়পাদ ওঁঙ্কারকে অভিধেয় নামরূপ জগতের উৎপত্তি, স্থিতি ও লয়ের কারণ বলেছেন<sup>১৪</sup>—

“সর্বস্য প্রণবো হ্যাদির্মধ্যমন্তস্তথৈব চ।

এবং হি প্রণবং জ্ঞাত্বা ব্যস্থুতে তদনন্তরম্”।।

শ্রীমদ্ভগবদ্গীতায় শ্রীকৃষ্ণ অর্জুনকে বেদবিৎ পণ্ডিতবর্ণ যাঁকে ‘অক্ষর’ বলে অভিহিত করেন, বিষয়ে নিরাসক্ত সন্ন্যাসীগণ যাতে প্রবেশ করেন, ব্রহ্মচারীরা যাঁকে লাভ করার ইচ্ছায় ব্রহ্মচর্যব্রত পালন করেন—সেই ওঁঙ্কার তত্ত্বের উপদেশ দিয়াছেন। ওঁঙ্কারের উপযোগিতা বিষয়ে বলেন<sup>১৫</sup>—

“ওঁ ইত্যেকাক্ষরং ব্রহ্ম ব্যাহরন্মামনুস্মরন্।

যঃ প্রয়াতি ত্যজন্ দেহং স যাতি পরমাং গতিম্”।।

বৈদিক যুগে ব্রহ্মচর্যকালে শিষ্যের পারমার্থিক উন্নতির জন্য ওঁঙ্কার উচ্চারণের অনুশীলন অত্যাৱশ্যক ছিল। ওঁঙ্কার উপাসনা আসলে ব্রহ্মোপাসনা। ওঁঙ্কারকে প্রতীকরূপে কল্পনা করে ব্রহ্মোপাসককে নিরন্তর ওঁঙ্কার ধ্যান করতে হয়। মনকে অধর অরণি ও ওঁঙ্কারকে উত্তর অরণি করে নিরবচ্ছিন্নভাবে জ্ঞান মন্থন করা উচিত।<sup>১৬</sup> যজ্ঞীয় কর্মের নিমিত্ত অশ্বখ কাঠ এবং শমী কাঠ ঘর্ষণের দ্বারা অগ্নি উৎপাদন করা হত। এই অগ্ন্যুৎপাদনকে ‘অগ্নি ধ্যান’ বলা হয়। শমী কাঠ ও অশ্বখ কাঠকে ‘অরণিদ্বয়’ বলে। উক্ত ত্রিয়ার ন্যায় মনকে অধর অরণি ও ওঁঙ্কারকে উত্তর অরণি ভাবনা করে ওঁঙ্কারের নিরন্তর অনুধ্যানে জ্ঞানাগ্নির স্ফুরণ হয়, যার ফলে উপাসকের কর্মরাশি ভস্মীভূত হয়। প্রশ্ন উপনিষদে ওঁঙ্কারের তিনটি

মাত্রার পৃথক পৃথক ফল বর্ণিত হয়েছে।<sup>১৭</sup> উপাসক যদি অ-কার মাত্রাত্মক ওঁঙ্কারের অভিমুখী হয়ে ধ্যান করে তাহলে তিনি তারদ্বারাই সংবোধিত হয়ে অতি শীঘ্রই পৃথিবীতে মনুষ্যজন্ম লাভ করেন—“স যদ্যেকমাত্রমভিধ্যায়ীত, স তেনৈব সংবেদিতত্বর্গমেব জগত্যাভিসম্পদ্যতে”। অকার মাত্রটি ঋগ্বেদরূপী, কাজেই ঋক্ সকল তাঁকে মনুষ্যালোক প্রাপ্ত করায়। সেই মনুষ্যালোকে তিনি তপস্যা, ব্রহ্মচর্য ও শ্রদ্ধার দ্বারা মহিমাম্বিত হন—“স তত্র তপসা ব্রহ্মচর্যেন শ্রদ্ধয়া সম্পন্নো মহিমানমনুভবতি”। যে উপাসক ওঁঙ্কারকে দ্বিমাত্রিক জেনে অ-কার ধ্যানান্তে উ-কার যুক্ত ওঁঙ্কারের ধ্যান করেন তিনি দেহান্তে চন্দ্রলোকে গমন করে ঐশ্বর্য অনুভব করে পুনরায় মনুষ্যালোকে ফিরে আসেন। কিন্তু যে ব্যক্তি অ, উ, ম—এই ত্রিমাত্রাত্মক অক্ষর অবলম্বনে ধ্যান করেন তিনি সূর্যে মিলিত হন। সূর্য জ্ঞান-জ্যোতি-আনন্দ-বিশুদ্ধির প্রতীক। সুতরাং এই প্রকারের ধ্যানকারী উপাসক সৌরভাবে সম্পন্ন হয়ে সকল প্রকার পাপ থেকে বিমুক্ত হন এবং বিশুদ্ধ ও নির্মলচিত্ত হয়ে জ্ঞান লাভ করেন। তিনি সগুণ ব্রহ্মকে দর্শন করেন। ওঁঙ্কারের তিনটি মাত্রা পৃথক ভাবে প্রযুক্ত হলে মৃত্যুর বিষয়ীভূত হয়। কিন্তু উক্ত তিনটি মাত্রা পরস্পরের সঙ্গে সম্বন্ধযুক্ত হলে যথাযথরূপে প্রযুক্ত হয় ও ওঁঙ্কার তত্ত্বের জ্ঞাতা মৃত্যুভয় থেকে মুক্ত হয়ে অমৃতত্বের অধিকারী হন। তাই আচার্য গৌড়পাদ ‘মাণ্ডুক্যকারিকা’ গ্রন্থে ত্রিমাত্রা বিশিষ্টরূপে উপাসনার কথা বলেছেন।<sup>১৮</sup> ত্রিমাত্রা যুক্ত ওঁঙ্কারের উপাসকই প্রকৃত মুনি পদবাচ্য হয়। আচার্য মনুর মতে বেদ অধ্যয়নের শুরুতে ও শেষে ওঁঙ্কার উচ্চারণ কর্তব্য। তা না করলে অধ্যোতার বৈদিক মন্ত্রে মনসংযোগ নষ্ট হয় এবং বৈদিক মন্ত্রের বিস্মৃতি হয়।<sup>১৯</sup> মনু বলেন যে ব্যক্তি প্রাণায়ামের দ্বারা পরিশুদ্ধ হয়েছেন তিনিই ওঁঙ্কার উচ্চারণের অধিকারী।<sup>২০</sup>

ওঁঙ্কার বিষয়ে এ সকল আলোচনা থেকে বোঝা যায় শাস্ত্রে ওঁঙ্কার আধ্যাত্মিকতার দৃষ্টিতে ব্যাখ্যাত হলেও ব্যবহারিক ঐহিক জগতে যেকোন অভীষ্ট সিদ্ধিতে তার গুরুত্ব বর্তমান কালেও প্রাসঙ্গিক। ওঁঙ্কার-এই বাচক শব্দটি শুধুমাত্র ঈশ্বরের নিমিত্ত নয় যেকোন ঈশ্পিত বিষয়ের হতে পারে। কেননা ওঁঙ্কার উচ্চারণের দ্বারা চিত্তের একাগ্রতা জন্মালে যেকোন কর্মই সাধিত হতে পারে। নিষ্ঠা ও মনসংযোগ পার্থিব কার্যসিদ্ধিতে বা ইষ্ট উদ্দেশ্য সাধনে অতি প্রয়োজনীয় বিষয়। বর্তমানকালে ভারতীয় চলচ্চিত্রের শুরুতেও ওঁঙ্কারের প্রয়োগ দেখা যায়। চলচ্চিত্র পরিচালকগণ অভীষ্ট কার্যসিদ্ধির জন্য এটা করে থাকেন। সুতরাং ঐহিক ও পারমার্থিক উভয় উদ্দেশ্যই ওঁঙ্কার ধ্যানের দ্বারা সাধিত হয়। ওঁঙ্কার সকল মঙ্গলের প্রতীক। এই কারণেই সম্ভবতঃ সত্যদ্রষ্টা ঋষির মননঋদ্ধ ভাবনায় ওঁঙ্কারের উন্মেষ হয়েছিল।

### তথ্যসূচী

১. ছান্দোগ্য উপনিষদ- ১/১/১
২. তদেব- ১/১/৬
৩. তদেব- ১/৩/৬
৪. তদেব- ১/৪/৪
৫. মাণ্ডুক্য উপনিষদ-১
৬. কঠোপনিষদ- ১/২/১৫
৭. প্রশ্নোপনিষদ- ৫/৭
৮. কঠোপনিষদ- ১/২/১৭
৯. পাতঞ্জল দর্শন- ১/২৭
১০. যোগভাষ্য- ১/২৭
১১. মহানির্ব্বাণতন্ত্র (জগন্মোহন তর্কালঙ্কার) পৃঃ ৬৯
১২. প্রপঞ্চসার, ৪র্থ পটল
১৩. নাদবিন্দু উপনিষদ- ১-৪
১৪. মাণ্ডুক্যকারিকা- ১/১৯
১৫. শ্রীমদ্ভগবদ্গীতা- ৮/১৩
১৬. কৈবল্যোপনিষদ- ১১
১৭. প্রশ্নোপনিষদ- ৫/৩-৭
১৮. মাণ্ডুক্যকারিকা- ১/২৭
১৯. মনুসংহিতা- ২/৭৪
২০. তদেব-২/৭৫
২১. কঠোপনিষদ-১/২/১৬

## প্রেমেন্দ্র মিত্রের ছোটগল্প : পণ্যময় জীবনের সংকট

আশিস পাঠক

ডেপুটি ম্যানেজার (প্রোডাকশন), বিশ্বভারতী গ্রন্থন বিভাগ

ইমেল : gulgule.ashis@gmail.com

‘লেখাটা শুধু অবসর বিনোদন নয়, মানসিক বিলাস নয়। সামনে ও পেছনের এই দুর্ভেদ্য অন্ধকারে দুর্ভেদ্য পণ্যময় জীবনের কথা জীবনের ভাষায় বলার বিরাত বিপুল এক দায়া’

প্রেমেন্দ্র মিত্রের সাহিত্য-দর্শনের একটা খুব বড় পরিচয় ধরা আছে এই দুটি বাক্যে। লেখাকে জীবনের কথা জীবনের ভাষায় বলার দায় হিসেবে নিয়েছিলেন প্রেমেন্দ্র মিত্র। আর যে জীবনের কথা তিনি বলবেন তা যে একান্ত ভাবে নাগরিক জীবন সেটা বোঝা যায় ওই একটি বিশেষণে, ‘পণ্যময়’।

আধুনিক সাহিত্য আধুনিক জীবনযাপনের মতোই মূলত নগরমুখী। আধুনিক সাহিত্যের মূল প্রবণতাগুলির বিচারে দেখা যায়, নগরকেন্দ্রিকতা ও মননের নাগরিকতা তার দুটি প্রধান বৈশিষ্ট্য। এর বিপরীতে প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের ইতিহাস পর্যালোচনা করলে দেখা যায়, সেখানে বর্ণিত জীবনযাপন সাধারণ ভাবে গ্রামীণ এবং তার লক্ষ্য-পাঠকগোষ্ঠীও মূলত গ্রামীণ সমাজের অন্তর্গত। অবশ্য কিছু ব্যতিক্রমও ছিল নিশ্চয়। আমরা দেখি রাজসভাকেন্দ্রিক সাহিত্যে বিষয় ও পাঠ-অভিভবের দিক থেকে কিছুটা নাগরিকতা লক্ষ্য করা যায়। কারণ সেই সাহিত্য মূলত রাজসভার মনোরঞ্জন্যের জন্য রচিত। ফলে তার মানসিক কাঠামোর সঙ্গে সঙ্গতি রেখে রাজসভার সাহিত্যকে কিছুটা হলেও নাগরিক হতেই হয়। কিন্তু সে নাগরিকতার আভাসমাত্র। যেহেতু সপ্তদশ শতাব্দীর শেষ ভাগের আগে বাংলার জনজীবন মূলত ছিল গ্রামকেন্দ্রিক তাই সাহিত্যেও নাগরিকতার আধুনিক ধারণাটির কোনও প্রকাশ বা বিকাশ লক্ষ্য করা যায় না।

নগর শব্দটি যেমন একদিকে বিস্তৃত করে তেমনই অন্য দিকে মননকেও সূচিত করে। নগরে মধ্যবিত্ত, নিম্নবিত্ত এবং উচ্চবিত্ত এই তিন শ্রেণির মানুষই বসবাসর করে। কিন্তু মননের দিক থেকে দেখলে, মধ্যবিত্তই একটি জাতির, একটি দেশের মননসম্পদ ও মননসঙ্কটের ভরকেন্দ্র। এক বিখ্যাত সমাজবিজ্ঞানী লন্ডন শহর সম্বন্ধে বলেছিলেন, লন্ডন হাজ নেভার অ্যাক্টেড অ্যাজ ইংল্যান্ডস হার্ট বাট অফেন অ্যাজ ইংল্যান্ডস ইনটেলেক্ট অ্যান্ড অলওয়েজ অ্যাজ হার মানিবাগ। কলকাতা শহর সম্পর্কেও ঠিক এই একই কথা বলা যায়।

কিন্তু যে কালে আধুনিক নাগরিকতার ধারণাটির প্রকাশ ও বিকাশ সেই কালেই তার শ্রেণিচরিত্রও আর একমুখী থাকল না। পেশা এবং বৃত্তি অনুসারে বিভূর্ণিত যে শ্রেণিকাঠামো তার বিভাগগুলিও আর জটিল নাগরিক জীবনে জল-অচল থাকল না। নিম্নবিত্ত, মধ্যবিত্ত ও উচ্চবিত্ত---সমাজের এই যে প্রচলিত শ্রেণিকাঠামো তা ক্রমেই পরিবর্তিত হতে থাকে। প্রথম ও দ্বিতীয় বিশ্বযুদ্ধ-উত্তর পর্বো শ্রেণির প্রাথমিক সংজ্ঞায় তাকে বলা যায় সামাজিক বিভাজনের স্তরে এক বৃহৎ জনগোষ্ঠী যার সদস্যরা একই ধরনের অর্থনৈতিক ও সামাজিক অবস্থানে থাকে। কিন্তু তত্ত্বগত ভাবে শ্রেণি কাস্ট বা জাতির মতো আবদ্ধ জনগোষ্ঠী নয়। তাত্ত্বিক বিশ্লেষণে শ্রেণি একটি মুক্ত জনগোষ্ঠী যেখানে সদস্যদের উল্লম্ব ও অনুভূমিক সচলতার সুযোগ রয়েছে।

ঠিক এই জায়গা থেকেই ওয়েবেরীয় পদ্ধতি অনুসরণ করে শ্রেণি নিরপেক্ষ অন্যান্য নির্ধারকের সাহায্যেও সামাজিক স্তরবিন্যাসের বিশ্লেষণ করে চলেছেন পশ্চিমী সমাজবিজ্ঞানীরা। পেশা, জীবনধারার মান, বাসস্থান, আয়ের উৎস প্রভৃতি নির্ধারকের সাহায্যে সামাজিক স্তর বিশ্লেষণের নানা নতুন দিক খুলে যাচ্ছে। আর পুঁজিবাদী দ্রুত-পরিবর্তনশীল সমাজে আর তিনটি মূল শ্রেণি নয়, অতি সাম্প্রতিককালে সেই সংখ্যা পাঁচ, এমনকী সাতোও পৌঁছে গিয়েছে। অর্থাৎ কেবল উচ্চ, মধ্য আর নিম্ন নয়, উচ্চ, উচ্চ-মধ্য, মধ্য, মধ্য-নিম্ন, নিম্ন---এ ভাবেও বিশ্লেষণ করা হচ্ছে সমাজকাঠামো।

সুতরাং যুদ্ধোত্তর সমাজে মধ্যবিত্ত ও নাগরিকতা এই দুটি ধারণাকে কেবল বিত্ত এবং শ্রেণি-অবস্থানগত দিক থেকে বিচার করলে অধরাই থেকে যাবে সংকটের সূক্ষ্ম গ্রন্থিগুলি। প্রেমেন্দ্র মিত্রের গল্পে বিশেষ করে ব্যক্তিচরিত্র এবং শ্রেণিচরিত্রগুলি এতটাই পরস্পর জট পাকিয়ে থাকে যে পণ্যময়তা এবং বিভূর্ণিত বিভাজনের সঙ্গে তার নাগরিকতার স্বরূপও জড়িয়ে যায়। বরং মানসিক কাঠামো ও মনন-অবস্থানগত বিচারেই প্রেমেন্দ্র মিত্রের ছোটগল্পে পণ্যময় জীবনের সংকট আরও স্পষ্ট করে বুঝে নেওয়া যায়।

সাহিত্যে নাগরিকতার বিচার দুটি দিক থেকে হতে পারে। এক, বিষয় ও মনোভঙ্গি। দুই, আঙ্গিক ও রচনারীতি। বিষয় ও মনন-মনোভঙ্গির দিক থেকে বাংলা সাহিত্যের প্রাচীন পর্বো আধুনিক নাগরিকতার লক্ষণ তেমন নেই বললেই চলে। দু’একটি ক্ষেত্রে যদিও বা প্রথাগত দেবনির্ভর বিষয় থেকে সরে এসেছেন কোনও কোনও কবি, সাহিত্যের

জীবনচিত্রণে দিয়েছেন যুক্তিবাদী নাগরিক মনোভঙ্গির পরিচয়, তবু তা ব্যতিক্রমই, সমকালীন সাহিত্যের সাধারণ ধর্মে তা কখনও অঙ্গীভূত হতে পারেনি। কিন্তু মূলত রচনারীতি ও আঙ্গিকের দিক থেকে বাংলা সাহিত্যের প্রথম নাগরিক কবিকে পাওয়া গিয়েছিল তথাকথিত মধ্যযুগের শেষ পর্বো তিনি রায়গুণাকর ভারতচন্দ্র (১৭১০-১২---১৭৬০)। লক্ষ্য করার বিষয়, ভারতচন্দ্রই সেই প্রথম কবি, সমাজ ও নীতির দিক থেকে যাকে নিয়ে প্রচুর আলোচনা হয়। অর্থাৎ তাঁর কাব্যের বিষয়ে ও প্রকাশে তিনি সমসাময়িক সমাজনীতিকে প্রশ্ন করতে পেরেছিলেন। কিন্তু তাঁর রচনারীতির আধুনিক নাগরিকতার চেয়েও আমাদের আলোচ্য প্রসঙ্গে তাঁর প্রাসঙ্গিকতা অনেক বড় হয়ে ওঠে। অল্পদামঙ্গল-এ ঈশ্বরী পাটনীর সেই শাস্বত আকাঙ্ক্ষাটির মধ্যে, ‘আমার সন্তান যেন থাকে দুধেভাতে’ যে সময়ে তাঁর কাব্যরচনা তখন বাংলায় রাজনৈতিক অরাজকতা, মুঘল সাম্রাজ্য অস্তমিতপ্রায়, ইংরেজ উপনিবেশের সূচনা আর কিছুকাল পরেই সেই সন্ধিক্ষণে সাধারণ মধ্যবিত্ত জীবনের এই চিরন্তন আকাঙ্ক্ষাটুকু অতি স্পষ্টত এক শ্রেণির কথা বলে, তৈরি করে দেয় মধ্যবিত্ত শ্রেণিটির এক পরিচায়ক বিন্দু। আরও অনেক পরে, আরও জটিল রাজনৈতিক-সামাজিক প্রেক্ষাপটে শঙ্খ ঘোষ যখন বাবরের প্রার্থনা-য় লিখবেন, ধ্বংস করে দাও আমাকে যদি চাও আমার সন্ততি স্বপ্নে থাক, তখন তার সঙ্গে কোথাও একটা ক্ষীণ যোগসূত্র কোথাও যেন তৈরি হয়ে যায় ঈশ্বরী পাটনীর ওই আঁতরি।

কিন্তু আমাদের আলোচ্য প্রেমেন্দ্র মিত্রের ছোটগল্পের সূত্রে মূলত বাংলা কথাসাহিত্যে মধ্যবিত্ত নাগরিক জীবন। বাংলা কবিতা, অন্তত প্রেমেন্দ্র মিত্রের ছোটগল্প রচনার শুরুর সময় পর্যন্ত (১৯২৩) মধ্যবিত্ত জীবনের সংক্ষুব্ধ বেদনার কথা বলেনি। জীবন সম্পর্কে এক গভীর প্রশান্তিময় বিশ্বাস কল্লোল-পূর্ব যুগ পর্যন্ত বাংলা কবিতার এবং মুখ্যত বাংলা কথাসাহিত্যেরও, মূল সুর ছিল। ঈশ্বর গুপ্তের কবিতায় মধ্যবিত্ত জীবনের দু’একটি দৈনন্দিন চকিতে ফুটে উঠেছে বটে, কিন্তু সে কেবল সাংবাদিকসুলভ পল্লবগ্রাহিতা, সাহিত্যিকের মর্মানুসঙ্গানী মন সেখানে নেই। মাইকেল মধুসূদন দত্ত মূলত মহান আদর্শের ক্ল্যাসিক কবি, বিহারীলাল আত্মগতের কারাগারে বন্দি, রবীন্দ্রনাথ শান্ত ঔপনিষদিকা রবীন্দ্রানুসারী কবিরা ছায়া-সুনিবিড় এক পল্লি-তরলতায় নিমজ্জিত, প্রথম রবীন্দ্রবিদ্রোহী নজরুল ইসলামও রোম্যান্টিক স্বপ্নসম্ভব উচ্ছ্বাসময় বিদ্রোহী। প্রাক-কল্লোল যুগ পর্যন্ত বাংলা কবিতা সাধারণভাবে সমসাময়িক মাটির পৃথিবীর কথা, জটিল বিক্ষুব্ধ জীবনের কথা তেমন ভাবে বলেইনি।

অবশ্য, জীবন-সন্নিবৃত্তির দায় কবিতার সে ভাবে নেই, যতটা আছে কথাসাহিত্যের। কিন্তু বাংলা সার্থক উপন্যাসের সূচনা তার রচনার সমসময়ের ঘনিষ্ঠতায় হয়নি, হয়েছিল ঐতিহাসিক কালিকতায়। ১৮৬৫তে যথার্থ বাংলা উপন্যাসের যাত্রা শুরু সমকালকে নিয়ে নয়। দুর্গেশনন্দিনী থেকে যদি বাংলা উপন্যাসের সূচনা ধরা যায় তবে তা সমসাময়িক জীবনচিত্রণ নয়। বঙ্কিমচন্দ্র চট্টোপাধ্যায়ের অধিকাংশ উপন্যাসই হয় ঐতিহাসিক নয় উচ্চবিত্তের জীবন নিয়ে লেখা।

রবীন্দ্রনাথ ঠাকুর অবশ্য সেরে এসেছিলেন ঐতিহাসিকতা থেকে, লিখেছিলেন সমকালের গল্প, সমকালের মানুষের আঁতের কথা। কিন্তু প্রেমেন্দ্র মিত্রের ছোটগল্প রচনার শুরু তথা কল্লোল যুগের সূচনা পর্যন্ত তাঁর যে কটি উপন্যাস প্রকাশিত হয়েছে (করুণা, বউঠাকুরাণীর হাট, রাজর্ষি, চোখের বালি, নৌকাডুবি, গোরা, চতুরঙ্গ, ঘরে বাইরে) তার কোনওটাই মধ্যবিত্ত জীবনের নাগরিক সংকটের কথা বলে না। রাজপরিবারের কাহিনি, উচ্চবিত্তের প্রেমের কথা, ভারতবর্ষের ধারণা, দার্শনিক ভাবনা কিংবা দেশপ্রেমের রূপ তাঁর এই সময় পর্যন্ত লেখা উপন্যাসে বিশ্লেষিত। শরৎচন্দ্র চট্টোপাধ্যায় আবার মূলত নিম্নবিত্ত এবং কিছুটা মধ্যবিত্তের কথা লেখেন। কিন্তু তা প্রধানত গ্রামীণ সমাজের পচন ধরে যাওয়া কাঠামোর প্রতিবাদ। তাঁর উপন্যাসের নায়কেরা কেউ কেউ মধ্যবিত্ত শ্রেণির হলেও ব্যক্তিগত আদর্শে তারা এতটাই আদর্শায়িত যে তাদের সমস্যা ও সংকট তাদের একান্ত ব্যক্তিগত হয়েই থাকে, একটি শ্রেণির সমস্যা হয়ে উঠতে পারে না।

ছোটগল্পের ক্ষেত্রে ছবিটা অন্য রকম। রবীন্দ্রনাথের হাতেই বাংলা যথার্থ আধুনিক ছোটগল্পের সূচনা, বিকাশ ও প্রতিষ্ঠা। সেখানে কিন্তু রবীন্দ্রনাথ গ্রাম ও শহরের ছোট ছোট মধ্যবিত্ত প্রাণের কথাই বলেন। গল্পগুচ্ছ-এর গল্পগুলির অভিজ্ঞতার ভিত্তি মূলত শিলাইদহ, পদ্মাপারের গ্রামগুলি। গ্রামজীবনের কথাই তাঁর ছোটগল্পে রবীন্দ্রনাথ বেশি বলেছেন। বিংশ শতকের নাগরিক জীবন তার সমকালীন সমস্যা নিয়ে রবীন্দ্রনাথের গল্পে তেমন ভাবে উঠে আসেনি, এমন অভিযোগ বার বার উঠেছে। তা কিছুটা সত্যও। তার উত্তরও এক ভাবে দিয়েছিলেন রবীন্দ্রনাথ, ‘সেদিন কবি যে পল্লীচিত্র দেখেছিল নিঃসন্দেহে তার মধ্যে রাষ্ট্রিক ইতিহাসের আঘাত-প্রতিঘাত ছিল। কিন্তু তাঁর সৃষ্টিতে মানবজীবনের সেই সুখদুঃখের ইতিহাস, যা সকল ইতিহাসকে অতিক্রম করে বরাবর চলে এসেছে কৃষিক্ষেত্রে পল্লীপার্বণে আপন প্রাত্যহিক সুখদুঃখ নিয়ে। কখনো বা মোগল রাজত্বে কখনো বা ইংরেজ রাজত্বে তার অতি সরল মানবত্ব প্রকাশ নিত্য চলেছে, সেইটেই প্রতিবিম্বিত হয়েছিল গল্পগুচ্ছে কোনো সামন্ততন্ত্র নয়, কোনো রাষ্ট্রতন্ত্র নয়।’ (সাহিত্যের স্বরূপ)



স্পষ্টত, রবীন্দ্রনাথের গল্প মানবজীবনের সুখদুঃখের ইতিহাস, কোনও বিশেষ কালের পরিস্থিতিগত সংকটের পরিচ্ছায়া নয়। এবং, সেই গল্পে চরিত্রগুলির অতি সরল মানবত্বই প্রকাশিত। সেই সরল মানবত্ব যখন প্রথম বিশ্বযুদ্ধোত্তর পর্বে, সভ্যতার সংকটের কালে বৈক্যে গিয়ে এক ক্লিন্ন চেহারা নিল তখনকার কালের বেদনা ও বিরাগ, ক্ষোভ আর হতাশা খুঁজছিল অন্য গল্প, অন্য ভাষা। কল্লোল-কে কেন্দ্র করে যার প্রথম পথের দিশা পাওয়া।

কিন্তু আমাদের এই পর্যবেক্ষণ ব্যতিক্রমবিহীন নয়। রবীন্দ্রনাথের ‘পোস্টমাস্টার’-এর মতো গল্পকে আমরা অবশ্যই মনে রেখেছি, যে গল্প বাংলা সাহিত্যে প্রথম নাগরিক মধ্যবিত্তের বিচ্ছিন্নতাবোধ বা এলিয়েনেশন এবং তৎসম্প্রদায় পলায়নী মনোবৃত্তিকে সুচিহ্নিত করেছে। অনেক পরে প্রেমেন্দ্র মিত্র তাঁর তেলেনাপোতা আবিষ্কার গল্পে যে পলায়নী মনোবৃত্তিকে ধরবেন অন্য এক কালের প্রেক্ষাপট। তবু, রবীন্দ্রনাথ থেকে প্রাক-কল্লোল ছোটগল্পধারায় নাগরিক মধ্যবিত্তের জটিল জীবনযন্ত্রণার প্রকাশ চকিত ব্যতিক্রমই। মোটের উপর সেই কালপর্বের বাংলা ছোটগল্প আদি-মধ্য-অন্ত যুক্ত সুবলয়িত প্লট বা কথাবৃত্ত নির্ভর গল্প, যে গল্প সাধারণত সনাতন ভারতীয় পারিবারিক আদর্শকে বিব্রত করে না, জীবন সম্পর্কে যার বিশ্বাস অটুট। জীবনের গভীরে যে বিবর্ণ জীবন, গভীর প্রশান্তিময় এক মানবতার আদর্শে যার বিশ্বাস টলে গিয়েছে তেমন জীবনের গল্প তখনও অধরা।

কল্লোল-এর আগে, প্রমথ চৌধুরীর ‘সবুজ পত্র’ (১৯১৪) অবশ্য প্রাক্তনের ধারাবাহিকতায় প্রথম পরিবর্তন এনেছিল। রবীন্দ্রনাথকেও নতুন করে তুলেছিল এই পত্রিকা। আর এই নতুন ধারার গল্পে প্রথম প্রকৃত শিল্পী হয়ে উঠতে পেরেছিলেন প্রমথ চৌধুরী। কথাবৃত্তের চিরাচরিত বলয় ছাপিয়ে গিয়েছিল তাঁর গল্প। বাস্তবতার মাঝেও যে এক ব্যাখ্যাহীন অব্যক্ত রহস্যময় কোনও অনুভব ছায়া ফেলে যায় সেই ছায়ায় ধরতে চেয়েছিলেন প্রমথ চৌধুরী। স্বভাবত, আঙ্গিকের নিরীক্ষা ছাড়া, গল্পের বিষয়ে এই ধারা বাংলা সাহিত্যে পরবর্তী পর্বে স্থায়ী হয়নি।

প্রেমেন্দ্র মিত্রের ঠিক পূর্বকালে, ভারতী-র লেখকগোষ্ঠীর বাইরে দাঁড়িয়ে বিষয়বস্তুর ভিন্নমুখ নিয়ে উঠে এসেছিলেন নরেশচন্দ্র সেনগুপ্ত, শৈলবালা ঘোষজায়ার মতো ছোটগল্পকার। শৈলবালা মধ্যবিত্ত কুসংস্কারাবদ্ধ বাঙালি সমাজে নারীর অসহ অবস্থানটি চিহ্নিত করেছিলেন। নরেশচন্দ্র মানবপ্রকৃতির কলুষিত দিকটিকে স্বাভাবিকতায় প্রতিষ্ঠিত করতে চেয়েছিলেন। কল্লোল পর্বের প্রথম দিকেও নিম্নবিত্ত বস্তিজীবনের যন্ত্রণার গল্প লিখেছেন শৈলজানন্দ মুখোপাধ্যায়, অচিন্ত্যকুমার সেনগুপ্ত আর মণীশ ঘটকা। কিন্তু সে সব গল্পও প্রত্যক্ষ অভিজ্ঞতার বাস্তবতা থেকে লেখা নয়, আদর্শগত রোম্যান্টিক উচ্ছ্বাসের ফসল। দূরত্ব বজায় রেখে জীবনের নির্মোহ বিশ্লেষণের চেয়ে সেই জীবনে জড়িয়ে ব্যক্তিগত উচ্ছ্বাস এই ধারার ছোটগল্পে বার বার প্রকাশিত। আবার সমকালীন আর একটি ধারার গল্পে মধ্যবিত্তের প্রেম, উচ্ছ্বাসিত কল্পনার বর্ণনাময় মুহূর্ত, আত্মগত উপলব্ধি প্রধান ভিত্তি হয়ে উঠেছিল। এই ধারার প্রধান লেখক ছিলেন বুদ্ধদেব বসু, গোকুলচন্দ্র নাগ।

এর কোনও ধারারই ধারা-বাহিক ছিলেন না প্রেমেন্দ্র মিত্র। শৈলবালা ঘোষজায়া বা নরেশচন্দ্র সেনগুপ্তের মতো লেখকের নির্দিষ্ট বক্তব্যের বাহন হয়ে ওঠা একমুখী গল্প তিনি লেখেননি। রোম্যান্টিক উচ্ছ্বাস তাঁর কোনও কোনও গল্পের বহিঃস্থ থাকলেও (তেলেনাপোতা আবিষ্কার, হয়তো) তার ভিত্তি জীবনের কঠিন বাস্তব সত্য। আবার শ্রমিকজীবন বা বস্তিজীবন নিয়ে ইউরোপীয় প্রভাবে শ্রেণি-বৈষম্যের চেতনাসূচক গল্প লেখার প্রবণতাও তাঁর ছিল না। তিনি প্রধানত নাগরিক মধ্যবিত্ত জীবনের রূপকার এবং বিশ্লেষক। আর এই বিশ্লেষণেই তিনি সমকালের অন্য গল্পকারদের থেকে আলাদা হয়ে যান। নাগরিক মধ্যবিত্তের শ্রেণিচরিত্র ও ব্যক্তিচরিত্র সম্পর্কে যে নির্মোহ এবং অনুচ্ছ্বাসিত দৃষ্টির অধিকারী তিনি সেই দৃষ্টিতেই তাঁর গল্প বিষয় ও সংরূপে পূর্বকাল এবং সমকালের কল্লোলীয় গল্পকারদের মধ্যে এক স্বতন্ত্র অবস্থানে চিহ্নিত হয়ে যায়।

প্রেমেন্দ্র মিত্রের ছোটগল্প রচনার শুরু ১৯২৩-এ। ঢাকা থেকে কলকাতায় ফিরে তখন তিনি উঠেছেন কলকাতার এক মেসে, ১৯২৩-এর নভেম্বর মাসের শেষ দিকে। মেসের ঘরের কুলুঙ্গিতে হঠাৎ পেলেন সেই ঘরের কোনও পুরনো বাসিন্দার নামে লেখা এক জীর্ণ পোস্টকার্ড। রোগ ও অর্থাভাবের চিন্তায় জর্জর একটুকরো নাগরিক মধ্যবিত্ত জীবন। সেই রাতেই মধ্যবিত্ত জীবন নিয়ে দুটি গল্প লিখে ফেললেন প্রেমেন্দ্র মিত্র, ‘শুধু কেরাণী’ (প্রবাসী চৈত্র ১৩৩০) এবং ‘গোপনচারিণী’ (প্রবাসী বৈশাখ ১৩৩১)। প্রথম এই গল্প লেখার ইতিহাস বলতে গিয়ে ‘গল্প লেখার গল্প’ নামে একটি রেডিও কথিকায় প্রেমেন্দ্র মিত্র বলছেন, ‘কিছু যাদের নেই, যারা কেউ নয়, তাদের সেই শূন্য একরঙা ফ্যাকাশে জীবনের গল্প কি হতে পারে না? হোক না হোক তাদের কথাই লিখব বলে কাগজ কলম নিয়ে বসলাম।’ (গল্প লেখার গল্প-- রেডিওর কথিকা সংকলন, সম্পাদনা জ্যোতিপ্রসাদ বসু, বেঙ্গল পাবলিশার্স, ১৯৪৬)। কোন নাগরিক মধ্যবিত্ত জীবনের গল্প লিখবেন প্রেমেন্দ্র মিত্র এখানে তারই ইঙ্গিত। আর এর সঙ্গে কল্লোলের কালটির সম্পর্ক স্পষ্ট হয়ে ওঠে ‘কল্লোল’ পত্রিকা সম্পর্কে প্রেমেন্দ্র মিত্রের একটি রচনা থেকে, ‘আদর্শ নয়, অসামান্য নয়, কি ছিল তবে কল্লোল? ছিল, প্রথম মহাযুদ্ধের পর বস্তু ও ভাবজগতের বিশ্বব্যাপী এক ক্ষুদ্র শূন্যতা থেকে উথলে ওঠা একটা বিদ্রোহী তরঙ্গ, জীবন ও

সভ্যতার সব কিছুর জড়ত্ব আর জীর্ণতা যা পরীক্ষা করার জন্য দুর্বারা' (কল্লোলের কাল, শত প্রসঙ্গ, এম সি সরকার, প্রথম সংস্করণ শ্রাবণ ১৩৮৮)।

দুটি উদ্ধৃতিতেই শূন্যতার কথাটা লক্ষণীয়। প্রেমেন্দ্র মিত্র কোন জীবনের গল্প লিখবেন বলে শুরু করছেন? 'শূন্য, একরঙা, ফ্যাকাশে' এক জীবনের গল্প। আর যে বছরে সেই জীবনের প্রথম গল্পটি লিখলেন সেই বছরেরই শুরুতে প্রথম প্রকাশিত কল্লোল পত্রিকার চারিত্র্য সম্পর্কে বলতে গিয়ে সমকালকে কোন বৈশিষ্ট্যে চিহ্নিত করছেন? 'বস্তু ও ভাবজগতের বিশ্বব্যাপী এক ক্ষুদ্র শূন্যতা'। এই শূন্যতা শব্দটি বিশেষ তাৎপর্যপূর্ণ। বস্তু ও ভাবজগতের বিশ্বব্যাপী ক্ষুদ্র শূন্যতার পটে মহানাগরিক মানুষের শূন্য একরঙা ফ্যাকাশে জীবনের গল্প লিখেছেন প্রেমেন্দ্র মিত্র। প্রথম বিশ্বযুদ্ধের পরে যে ধনতান্ত্রিক যন্ত্রশিল্পের বিপুল অভ্যুত্থান তার অবশ্যস্বার্থী ফল আত্মবিচ্ছেদের সমস্যা বা এলিয়েনেশন। আর তা থেকেই জন্ম ব্যক্তি মানুষের ওই একরঙা শূন্য ফ্যাকাশে জীবনের। শ্রমিক ও তার শ্রমোৎপন্ন পণ্যের নিঃসম্পর্কতাই ধনতান্ত্রিক যন্ত্রশিল্পের অন্যতম বৈশিষ্ট্য এবং নিঃসম্পর্কতা আত্মবিচ্ছেদ ও খণ্ডিত সত্তার মূল উৎস। তাঁর বিখ্যাত ক্যাপিটাল গ্রন্থে কমেডিটি ফেটিসিজম নামে এই আত্মবিচ্ছেদের বিশ্লেষণ করার আগেও কার্ল মার্কস তাঁর প্রথম দিকের অসম্পূর্ণ নোটসে এই আত্মবিচ্ছেদের কারণ বিশ্লেষণ করেছেন। সেখানে তিনি লিখেছেন,

Under the prevailing economic conditions, the realization of labour appears as its opposite, the negation of the labourer. Objectification appears as loss of and enslavement by the object, and appropriation as alienation and expropriation.

Economic and Philosophic Manuscripts of 1844

কিন্তু এই এলিয়েনেশন বা বিচ্ছিন্নতাবোধের একটা ঐতিহাসিক প্রেক্ষাপট আছে। ভারতীয় প্রেক্ষাপটে বাংলার অর্থনৈতিক, সামাজিক ও রাজনৈতিক চালচিহ্নে সেই পটটিকে বুঝে নেওয়া প্রয়োজন। শূন্য, একরঙা, ফ্যাকাশে জীবনকে টেনে নিয়ে চলা একটা শ্রেণি কী করে ক্রমে গঠিত হয়ে উঠল, বুঝে নেওয়ার প্রয়োজন সেটাই।

'বস্তু ও ভাবজগতের বিশ্বব্যাপী এক ক্ষুদ্র শূন্যতার কথা প্রেমেন্দ্র মিত্র বলেছেন। উনিশ শতকে, অর্থাৎ বাংলা সাহিত্যে আধুনিকতার সূচনাপর্বে ভাবজগতে ক্ষুদ্র তরঙ্গ উঠেছিল। সত্য কিন্তু তার পরিণামে কোনও শূন্য হতাশা জন্ম নেয়নি। গোপিকানাথ রায়চৌধুরী তাঁর দুই বিশ্বযুদ্ধের মধ্যকালীন বাংলা কথাসাহিত্য গ্রন্থে লিখেছেন, 'সনাতন প্রাচ্য জীবনবোধের উপর পাশ্চাত্য যুক্তিবাদ ও মননধর্মের অভিঘাত যত প্রচণ্ডই হক না কেন, শেষ পর্যন্ত ওই শতকের দ্বিতীয়ার্ধে প্রাচ্য ও পাশ্চাত্য ভাবনার এক সুষ্ঠু সামঞ্জস্য ও সমন্বয় সাধনের প্রয়াস চোখে পড়ে। এই সমন্বয়ী চেতনা এই শতকের দ্বিতীয়ার্ধে জাতীয় জীবনে দৃঢ় সংহতি ও অখণ্ড প্রত্যয়সিদ্ধ সুস্থ স্বাচ্ছন্দ্যের চেতনা প্রতিষ্ঠিত করল। এই যুগের অন্তর্নিহিত রোম্যান্টিক স্বপ্নকল্পনা এক সুদৃঢ় পারিবারিক ও সামাজিক আদর্শের মাত্রাবন্ধনে সংযত, সংহত। ব্যক্তি, পরিবার ও সমাজ সব কিছুর মূল্যই এ যুগে বিবেচিত হয়েছে এক ভাবস্থির আদর্শের আলোয়। সে এক অখণ্ড মানবতার আদর্শ।'

কিন্তু বিশ শতকে সনাতন মূল্যবোধ ও সুনিশ্চিত মানবতার আদর্শের ভিত্তি কেঁপে গেল। একের পর এক ঘটনার অভিঘাত। আর এই পর্বটাই প্রেমেন্দ্র মিত্রের ছোটগল্প রচনার ঠিক পূর্ব ও সমকাল। সমসাময়িক ইতিহাসের একটি রূপরেখা তাই প্রেমেন্দ্র মিত্রের গল্পের মধ্যবিন্দু। চরিত্রসমাজকে বুঝতে সাহায্য করবে বলে মনে করি ১৯০৫-১১ বঙ্গভঙ্গ প্রতিরোধ আন্দোলন। লর্ড কার্জনের সংকল্পের প্রতিবাদে সারা দেশের মানুষ এক মহৎ আদর্শে ঐক্যবদ্ধ হয়েছিল। 'সন্ত্রাসবাদী' স্বদেশী আন্দোলনের সূচনাও এরই ফলে। দেশের যুবসমাজ এক বৈপ্লবিক চেতনায় উদ্বুদ্ধ হল।

১৯১১ বঙ্গভঙ্গ প্রস্তাব রহিত হল। স্বদেশির অগ্নিশিখাও ইন্ধনের অভাবে নিভে গেল। যুবসমাজে এল চরম হতাশা। তবু সশস্ত্র বিপ্লবের মধ্য দিয়ে স্বাধীনতার আশা তারা একেবারে ত্যাগ করতে পারেনি।

১৯১৪ প্রথম বিশ্বযুদ্ধ শুরু। যুদ্ধের সুযোগে বিদেশের সহযোগিতায় তাদের অস্ত্রের সাহায্যে দেশ স্বাধীন করার চেষ্টারও শুরু। ১৯১৫ বাঘা যতীনের পরাজয়। সন্ত্রাসবাদী আন্দোলনে সমাপ্তিরেখা। যুবসমাজ চরম হতাশা আশা করা হল যুদ্ধে ইংরেজকে সহায়তা দিলে পরিবর্তে তারা স্বাধীনতা দিতে পারবে। সে আশাও পরে ব্যর্থ। ১৯১৪-১৯ বিশ্বযুদ্ধের কারণে প্রাত্যহিক প্রয়োজনের সামগ্রী দুর্মূল্য ও দুস্প্রাপ্য। মধ্যবিত্তের জীবনযাত্রা ক্রমেই দুর্বহ হয়ে উঠল। এই হতাশা, এলিয়েনটেড মধ্যবিত্তের জীবনের গল্পই লিখেছেন প্রেমেন্দ্র মিত্র প্রধানত।

## উনিশ শতকের বাংলায় আয়ুর্বেদ : ঔপনিবেশীকরণ ও পুনরুজ্জীবন

সন্দীপন সরকার

গেস্ট লেকচারার, খলিসানী মহাবিদ্যালয়, হুগলী জেলা, পশ্চিমবঙ্গ

Email : sandipansarkar87@gmail.com

পৃথিবীর প্রায় সমস্ত দেশেরই চিকিৎসাব্যবস্থার একটি মূল বৈশিষ্ট্য হল পাশ্চাত্য চিকিৎসা পদ্ধতি ও তথাকথিত ঐতিহ্যশালী সনাতনী চিকিৎসা পদ্ধতির সহবস্থান।<sup>১৪৭</sup> ভারতের ক্ষেত্রেও এর ব্যতিক্রম ঘটেনি। ব্রিটিশ শাসনের গোড়া থেকেই ভারতে পাশ্চাত্য চিকিৎসা ব্যবস্থা ও দেশীয় সনাতনী চিকিৎসা ব্যবস্থার সমান্তরাল উপস্থিতি লক্ষ্য করা যায়। যদিও এই উপস্থিতি সহবস্থানের নয় দ্বন্দ্বের। পাশ্চাত্য মেডিসিন প্রবর্তনের সময় থেকে, যে দ্বন্দ্বের সূচনা, সাম্প্রতিক কালেও সেই দ্বন্দ্ব বর্তমান। সম্প্রতি কেন্দ্রীয় স্বাস্থ্যমন্ত্রী হর্ষবর্ধন কর্তৃক আয়ুর্বেদ চিকিৎসাকে তুলে ধরার বার্তাকে কেন্দ্র করে চিকিৎসক মহলের একাংশের সমালোচনা এই দ্বন্দ্বেরই প্রমাণ দেয়।<sup>১৪৮</sup> যা ছিল ঔপনিবেশিক শক্তি ও তার উপনিবেশের মধ্যকার চিকিৎসা পদ্ধতি সংক্রান্ত দ্বন্দ্ব তা বর্তমানে পরিনত হয়েছে চিকিৎসা পদ্ধতি সংক্রান্ত মতাদর্শগত দ্বন্দ্ব। এলোপ্যাথীর জনপ্রিয়তা ও কার্যকারিতা নিয়ে কোন সংশয় না থাকলেও ভারতের মত তৃতীয় বিশ্বের উন্নয়নশীলে দেশে অধিকাংশ মানুষকে কম খরচে চিকিৎসাপরিষেবা দিতে কার্যকারী আয়ুর্বেদ অন্যতম বিকল্প হতে পারে। স্বাভাবিক ভাবেই এর পুনরুজ্জীবন প্রচেষ্টা স্বাধীন ভারতে বার বার দেখা গেছে। পূর্ববর্তী সরকারের আমলের বিভিন্ন প্রচেষ্টা যেমন ১৯৪৩ খ্রীঃ “Bhore Committee”, ১৯৪৮ খ্রীঃ “Chopra Committee”, ১৯৫৮ খ্রীঃ “Pandit Committee”, ১৯৫৮ খ্রীঃ “Udupa Committee”-র দেশীয় চিকিৎসাব্যবস্থা সংক্রান্ত সুপারিশ, ২০০৩ সালে AYUSH-এর প্রতিষ্ঠা এবং সম্প্রতি বিজেপি সরকারের প্রচেষ্টা এর প্রমাণ। একথা বলাই বাহুল্য এই পুনরুজ্জীবন প্রচেষ্টার মূলভিত্তি ও প্রেরণা ঊনবিংশ শতকে আয়ুর্বেদের পুনরুজ্জীবন প্রচেষ্টার যে প্রয়াস তা থেকেই পাওয়া, অন্যভাবে বললে ঊনবিংশ শতকে পুনরুজ্জীবনের যে ধারার সূচনা, তার সম্প্রসারিত অংশ হল বর্তমানের এই প্রচেষ্টা। স্বাভাবিকই ঊনবিংশ শতকে ব্রিটিশ শাসনে আয়ুর্বেদিক চিকিৎসা ব্যবস্থার ঔপনিবেশিকরণ প্রক্রিয়ার সঙ্গে সঙ্গে পুনরুজ্জীবন প্রচেষ্টার গুরুত্ব কোন অংশেই কম নয়। আলোচ্য এই প্রবন্ধ আয়ুর্বেদের ঔপনিবেশীকরণ ও পুনরুজ্জীবন প্রচেষ্টার পূর্ণমূল্যায়ন ও তার মধ্য দিয়ে বর্তমান সরকারের প্রচেষ্টাকে বোঝার চেষ্টা। প্রত্যক্ষবাদী ইতিহাস দর্শনের (Positivism) অন্যতম মহারথী আগস্ট কোং-এর মতে ইতিহাসের কাজ হল তথ্যের ভিত্তিতে অতীতের ঘটনাগুলি বিশ্লেষণ করে কতগুলি সাধারণ সূত্রে উপনীত হওয়ার চেষ্টা করা, যার মাধ্যমে ইতিহাসিকরা ভবিষ্যৎ সম্পর্কে পূর্ণ নির্দেশ দিতে পারেন। এই তত্ত্ব মাথায় রেখে, আলোচ্য প্রবন্ধে প্রথমে আয়ুর্বেদের উৎপত্তি, প্রাচীন ও মধ্যযুগে এর চরিত্র আলোচনা করা হয়েছে, দ্বিতীয়ত ব্রিটিশ শাসনের শুরুতে পাশ্চাত্য মেডিসিনের প্রবর্তন ও আয়ুর্বেদের ঔপনিবেশীকরণ প্রক্রিয়া আলোচিত হয়েছে, এর পরিপ্রেক্ষিতে দেখানো হয়েছে, আয়ুর্বেদের পুনরুজ্জীবন প্রচেষ্টার ধারাগুলি, সর্বোপরি আলোচিত তথ্য বিশ্লেষণের মাধ্যমে কতগুলি সূত্র খোঁজার চেষ্টা হয়েছে, যা বর্তমানে আয়ুর্বেদের জনপ্রিয়তা বৃদ্ধিতে দিক নির্দেশের ইঙ্গিত দেয় স্থান ও কাল হিসাব যথা যথাক্রমে বাংলা ও উনিশ শতককে বেছে নেওয়ার কারণ এই সময়কালে বাংলাকে কেন্দ্র করেই মূলত আয়ুর্বেদের ঔপনিবেশীকরণ ও পুনরুজ্জীবনের ধারার সূচনা।

পৃথিবীতে শরীর যতদিন, রোগ ব্যাধিও ততদিন। চরকের মতে “পৃথিবীতে মানবপ্রজাতি ও রোগ ব্যাধি সহবস্থান করছে।<sup>১৪৯</sup> রোগব্যাধির মুক্তিকল্পে চিকিৎসা বিদ্যাও মানবসভ্যতার শুরু থেকে বিদ্যমান। মানুষ সর্বদাই মৃত্যুকে ভয় পায়, আর রোগ ব্যাধিই মানুষকে মৃত্যুর দিকে নিয়ে যায়। যদিও মৃত্যু অবশ্যম্ভাবী তবুও মৃত্যুকে বিলম্বিত করে শরীরকে সুস্থ সবল দীর্ঘায়ু করার প্রবল ইচ্ছা থেকে জন্ম নেয় রোগ প্রতিকার বিদ্যার অর্থাৎ চিকিৎসাবিদ্যার। সভ্যতার শুরুতে আবহাওয়ার পরিবর্তনে, অপুষ্টিজনিত কারণে, শিকারে গিয়ে কিংবা গোষ্ঠীদ্বন্দ্বের বিভিন্নভাবে আঘাতপ্রাপ্ত হয়ে মানুষ রোগব্যাধির শিকার হয়। কিন্তু সেই যন্ত্রনার সঠিক কারণ না জানায় স্বাভাবিকই তাদের মধ্যে জন্ম নেয় অন্ধবিশ্বাস ও কুসংস্কারের। অন্যদিকে যন্ত্রনার উপশম ঘটতে হাতের কাছে যা পায়, তাই দিয়েই যন্ত্রনা উপশমের চেষ্টা করে। ফলস্বরূপ চিকিৎসাব্যবস্থাকে কেন্দ্র করে দুটি পৃথক ধারা গড়ে ওঠে, একদিক মন্ত্রতন্ত্র যাদুবিদ্যা, মাদুলি প্রভৃতি ঔষধ নির্ভর অলৌকিক চিকিৎসা বা ‘Supernatural Cure’ এবং অপরটি হল বিভিন্ন প্রকার ভেষজ, জাস্তব, খাতব ও খনিজ সম্বলিত প্রাকৃতিক চিকিৎসা বা Natural Cure।<sup>১৪৬</sup>

পৃথিবীর সমস্ত দেশের মত ভারতেও উপরোক্ত দুই ধারার চিকিৎসা ব্যবস্থা কেন্দ্রিক সনাতনী চিকিৎসাব্যবস্থার অস্তিত্ব লক্ষ্য করা যায়। ভারতবর্ষে সনাতনী চিকিৎসা পদ্ধতি বলতে একযোগে আয়ুর্বেদ, ইউনানী, সিদ্ধ বা সায়েনতন্ত্র, যোগ তান্ত্রিক চিকিৎসা ও লোকায়াত চিকিৎসাব্যবস্থাকে বোঝায়।<sup>১৪৭</sup> এর মধ্যে ভারতে যে পদ্ধতিটি সবচেয়ে বেশি জনপ্রিয় হয়, তা হল আয়ুর্বেদ। আয়ুর্বেদের অর্থ ‘আয়ুসম্বন্ধীয় বিজ্ঞান’। চরক ও সুশ্রুত ভারতীয়চিকিৎসা সংক্রান্ত জ্ঞানের সমগ্র সংকলনকে একত্রে বোঝাবার জন্য এই শব্দটি

<sup>১৪৬</sup> Mazars, Guy, ‘A concise Introduction to Indian Medicine’, Delhi, 2006, Introduction.

<sup>১৪৭</sup> আনন্দবাজার পত্রিকা, কলকাতা ২০১৪, ৬ই সেপ্টেম্বর, পৃঃ-৯।

<sup>১৪৮</sup> Rao, Prof. S. K. Ramachandra, “Encyclopaedia of Indian Medicine,” Vol-1, Popular Prakashan Mumbai, 1985, p.3

<sup>১৪৯</sup> পাহাড়ী, সুরভ, “উনিশ শতকের বাংলায় সনাতনী চিকিৎসা ব্যবস্থার স্বরূপ”, প্রগ্রেসিভ পাবলিশার্স, ১৯৯৭, পৃঃ-১।

<sup>১৪৭</sup> তদেব, পৃঃ-৪৫।

ব্যবহার করেন।<sup>১৪৮</sup> যদিও ব্রহ্মবৈবর্ত পুরান ও কাশ্যপ সংহিতায় আয়ুর্বেদকে পঞ্চম বেদ হিসাবে, মহাভারতের টীকাকার নীলকান্ত একে উপবেদ হিসাবে, সুশ্রুত একে অথর্ববেদের উপাঙ্গ হিসাবে উল্লেখ করেছেন। তবে এ বিষয়ে কোন সন্দেহ নেই যে আয়ুর্বেদের মূল লিখিত উপাদান অথর্ববেদ, যেখানে বিভিন্ন রোগব্যাদি ও তার উপশমে বিভিন্ন ভেষজের ব্যবহার করা হয়েছে।<sup>১৪৯</sup> তবে আয়ুর্বেদের সর্বাধিক বিকাশ ঘটে চরক ও সুশ্রুত সংহিতা, ভেলসংহিতা, বৃদ্ধ বাগভট্ট রচিত “অষ্টাঙ্গ সংগ্রহ” এবং কনিষ্ঠ বাগভট্টের অষ্টাঙ্গ হৃদয় সংহিতা”। বাংলা দীর্ঘকাল আর্যসংস্কৃতির বাইরে থাকায় আয়ুর্বেদের উন্নতির যুগে বাংলায় এর কোন চিহ্ন পাওয়া যায় না। বরং বাংলায় আয়ুর্বেদ অনেক বেশি জনপ্রিয় হয় অষ্টম শতকে আয়ুর্বেদ সংকলন, অনুবাদ ও টীকাভাষ্য রচনার যুগে।

মধ্যযুগে মুসলিম শাসকদের রাজত্বকালে আরবীয় চিকিৎসা বিজ্ঞান ইউনানীর প্রচলন ও গুরুত্ব বৃদ্ধির ফলে আয়ুর্বেদ সরকারী পৃষ্ঠপোষকতা হারায়। বিভিন্ন সুলতানরা এইসময় ইউনানীর পৃষ্ঠপোষকতা করেন। মহম্মদ-বিন-তুঘলকের সময় দিল্লীর ৭০টি আরোগ্যশালায় প্রায় ১২০০ জন ইউনানী চিকিৎসকনিযুক্ত ছিলেন। হুমায়ূনের সময়, ঔরঙ্গজেবের রাজত্বকালে ইউনানী চর্চার প্রমান স্পষ্ট। বহু প্রাদেশিক শাসনকর্তাগণও ছিলেন ইউনানীর পৃষ্ঠপোষক। তবে মধ্যযুগে ইউনানীর প্রচলন থাকলেও আয়ুর্বেদের অনুশীলন একেবারে বন্ধ হয়ে যায়নি। কাম্বীরের সুলতান জৈনুল আবেদিন, গুজরাটের মুজফর শাহ, বাংলার নবাব হুসেন শাল প্রমুখ নিজ নিজ রাজসভায় হাকিম এবং কবিরাজ উভয়কেই নিয়োগ করেছিল। মুকুল দাস ছিলেন হুসেন শাহের, শ্রীভট্ট ছিলেন জৈনুল আবেদিনের রাজচিকিৎসক।<sup>১৫০</sup> অর্থাৎ ইউনানীর সঙ্গে সঙ্গে আয়ুর্বেদ চর্চা সমান্তরালভাবে উপস্থিত ছিল। যদিও মধ্যযুগে এর প্রকৃত পরিস্থিতি নিয়ে পণ্ডিতবর্গের মধ্যে বিস্তারিত মত পার্থক্য আছে। আয়ুর্বেদের প্রতি মুসলিম শাসকদের উদাসীনতাকে ডঃ রমেশচন্দ্র মজুমদার “Passive Neglect of Ayurveda” বলে মন্তব্য করেছেন। যদিও ব্যাসাম, রজার জেফ্রি প্রমুখ আয়ুর্বেদ ও ইউনানীর সহবস্থানের কথা বলেছেন।<sup>১৫১</sup> যদিও বাংলার সমাজজীবনে এই চিকিৎসা পদ্ধতি ব্যাপকভাবে প্রবেশ করতে পারেনি। আসলে ইউনানী সম্ভ্রান্ত মুসলিমদের

চিকিৎসা পদ্ধতি। কিন্তু বাংলার অধিকাংশ মুসলিম ধর্মাস্তরিত হিন্দু হওয়ায় তারা এর থেকে বঞ্চিত হয়। এছাড়া বাংলা মুসলমান শাসনব্যবস্থার কেন্দ্র থেকে দূরে হওয়ার জন্যও এখানে ইউনানীর প্রভাব কম পড়তে পারে। তবে বাংলায় আয়ুর্বেদ সবথেকে বেশি চ্যালেঞ্জের সন্মুখীন হয় ব্রিটিশ শাসনকালে এলোপ্যাথীর আবির্ভাব ঘটলে। এই প্রেক্ষাপটকে মাথায় রেখেই আমরা মূল আলোচনায় প্রবেশ করব অর্থাৎ ব্রিটিশ শাসনকালে আয়ুর্বেদের প্রকৃত অবস্থান পর্যালোচনা করব।

ঔপনিবেশিক শক্তি সর্বদাই ঔপনিবেশের জনগনের আনুগত্য দাবি করে। আনুগত্য লাভের উপায় হিসাবেই প্রতিষ্ঠিত হয় ঔপনিবেশের সমাজ, অর্থনীতি ও সংস্কৃতির উপর নিয়ন্ত্রণ। মানুষ সর্বদাই রোগ থেকে মুক্তি চায় এবং সুস্থ জীবন যাপনের আশা পোষন করে। স্বাভাবতই চিকিৎসাব্যবস্থার উপর নিয়ন্ত্রনের অর্থ মানুষের সর্বাধিক আনুগত্য আদায়। ভারত তথা বাংলার চিকিৎসাপদ্ধতির উপর ব্রিটিশ সরকারের আধিপত্য স্থাপন এই উদ্দেশ্যের ব্যতিক্রম নয়। অরবিন্দ সামন্ত-র মতে বাংলায় ব্রিটিশ ঔপনিবেশিকতায়, ব্রিটিশ ডোমিনিয়নে, মেডিসিন হল তার গ্রামসি কথিত hegemony প্রতিষ্ঠার একটি কৌশলগত পদক্ষেপ মাত্র।<sup>১৫২</sup> আধিপত্য স্থাপনের সঙ্গে যুক্ত থাকে আর একটি প্রচেষ্টা – ঔপনিবেশের ঐতিহ্যকে অস্বীকার করার অথবা তাকে ভুল প্রতিপন্ন করার প্রচেষ্টা যা ঔপনিবেশের উপর ঔপনিবেশিক শক্তির প্রচেষ্টাকে জোরদার ঔপনিবেশিক আমলে বাংলার চিকিৎসা ব্যবস্থার ক্ষেত্রে এই দুই প্রচেষ্টাই সক্রিয় ছিল। একদিকে রোগ নিরাময়ের উপায় হিসাবে পাশ্চাত্য মেডিসিনের (বিশেষত এলোপ্যাথি ওষুধের) ব্যবহার বাড়ানো অন্যদিকে আয়ুর্বেদ, ইউনানীর মত ঐতিহাসিক দেশীয় চিকিৎসা পদ্ধতিকে অবৈজ্ঞানিক হিসাবে প্রতিপন্ন করার প্রচেষ্টা। আর একটি প্রচেষ্টাও সক্রিয় ছিল, যদিও সেটা ব্রিটিশদের দ্বারা নয় দেশীয় চিকিৎসা পদ্ধতির চর্চাকারী, অনুগামী এবং সমর্থকদের দ্বারা দেশীয় চিকিৎসা পদ্ধতির বিশেষত আয়ুর্বেদের পুনরুজ্জীবন ঘটানোর প্রচেষ্টা এলোপ্যাথিক আধিপত্যের প্রতিক্রিয়া হিসাবে।

বাংলায় ঔপনিবেশিক সরকারের স্বাস্থ্য চিন্তা এসেছে কয়েকটি অস্বাস্থ্যকর ভাবনা থেকে। প্রজাশক্তির পীড়া ও শারীরিক স্বাস্থ্যহীনতার অর্থ হল রাষ্ট্রশক্তির রাজস্বের সমানুপাতিক হ্রাস এবং ক্ষতি। কারণ বাংলার অধিকাংশ প্রজা কৃষিজীবী, মুহূর্মুহু মহামারীর কবলে পড়লে কৃষিকার্য ক্ষুণ্ণ হয়, যা ঔপনিবেশিক শক্তির রাজস্ব আদায়ের প্রক্রিয়ার ব্যাঘাত ঘটায়।<sup>১৫৩</sup> ঔপনিবেশিক রাষ্ট্রের নতুন রাজধানী কলকাতার জনসংখ্যাও উত্তরোত্তর বৃদ্ধি পাচ্ছিল জনসংখ্যার স্থান সংকুলানের জন্য যত্রতত্র বসতি নির্মান, রাস্তাঘাট নির্মান করতে গিয়ে জলনিকাশী পথগুলি অবরুদ্ধ হওয়া প্রভৃতি কলকাতার পরিবেশকে অস্বাস্থ্যকর করে তুলছিল যা রোগব্যাদির সৃষ্টির কারণ হয়ে দাঁড়ায় উইলিয়াম হজেসের ডাইরী, জনস্বাস্থ্য বিভাগের অধিকর্তা জে আর মার্টিন এর গ্রন্থ “Notes on Medical Topography of Calcutta” – থেকে এর সম্বন্ধে জানা যায়। রাজধানী হওয়ার সুবাদে কলকাতায় এসে জমা হয়েছিল ইউরোপীয় আমলা ও সেনাবাহিনী। এদেশীয় জলবায়ুর সঙ্গে পরিচিত না হওয়ায় এরা বিভিন্ন প্রাচ্যদেশীয় রোগ – কলেরা, ম্যালেরিয়া, কালাজ্বর প্রভৃতির শিকার হত। আসলে সার্বিক জনস্বাস্থ্যের অবনতির অর্থ ব্রিটিশ সাম্রাজ্যবাদের কার্যকারিতা নষ্ট হওয়া, ফলে এদের সার্বিক জনস্বাস্থ্যের অবনতি অর্থ ব্রিটিশ সাম্রাজ্যবাদের কার্যকারিতা নষ্ট হওয়া, ফলে এদের স্বাস্থ্যরক্ষার ভাবনা থেকেই এদেশে পাশ্চাত্য চিকিৎসাবিদ্যা প্রচলনের

<sup>১৪৮</sup> Rao, Prof. S.K. Ramachandra, Op. Cit, p.3

<sup>১৪৯</sup> গোস্বামী, বিজ্ঞানবিহারী, ‘অথর্ববেদ সহহিতা’, কলকাতা, ১৯৭৫

<sup>১৫০</sup> পাহাড়ী, সুরত, পূর্বোক্ত, পৃঃ-৯।

<sup>১৫১</sup> Majumdar, R.C. ‘Medicine’ Vide A Concise History of Science in India”, New Delhi. 1917 p. 262-64, পাহাড়ী, সুরত, পূর্বোক্ত, পৃঃ-১০।

<sup>১৫২</sup> সামন্ত, অরবিন্দ, “রোগ রোগী রাষ্ট্র, উনিশ শতকের বাংলা”, কলকাতা, ২০০৪, পৃঃ-২২।

<sup>১৫৩</sup> তদেব, পৃঃ-২৮।

প্রয়োজন হয়। আলোচ্য সময়কাল ধরে চিকিৎসাব্যবস্থা সম্পর্কে সরকারী নীতির কতগুলো ধারা লক্ষ্য করা যায়। প্রথমত, অষ্টাদশ শতকের শেষদিক থেকেই সরকার দেশীয় চিকিৎসা পদ্ধতির পরীক্ষা ও প্রয়োগে উৎসাহ দিয়েছিল। দ্বিতীয়ত, পাশ্চাত্য মেডিসিনকে সরকারী পৃষ্ঠপোষকতা দান, দেশীয় ব্যক্তিদের পাশ্চাত্য চিকিৎসা ব্যবস্থায় অর্ন্তভুক্তিকরণ, আয়ুর্বেদকে অবৈজ্ঞানিক প্রমাণের মধ্য দিয়ে পাশ্চাত্য মেডিসিনকে জনপ্রিয় করে তোলা হচ্ছিল। তৃতীয়ত, দেশীয় ভেষজ ওষুধগুলিকে সরকারী প্ররোচনায় পাশ্চাত্য ওষুধের সঙ্গে এমনভাবে অঙ্গীকরণ ও পরিবেশন করা হয়েছিল যে এদেশীয় ওষুধকে আর এদেশীয় ওষুধ বলে সনাক্ত করা যাচ্ছিল না। ফলস্বরূপ দেশীয় ওষুধের বাজার সংকুচিত হয়। প্রথম দুটি ধারা একইসঙ্গে সমান্তরাল ভাবে চলেছিল যদিও তৃতীয় ধারাটির সূচনা হয় ঊনবিংশ শতকের শেষের দিকে। কোম্পানীর শাসনের শুরুতে কোম্পানীর সঙ্গে ভারতে আগত চিকিৎসক ও স্বাস্থ্যকর্মীরা এদেশের জলবায়ু, পরিবেশ ও রোগ ব্যাধির প্রকৃতি ও চিকিৎসা সম্পর্কে ছিল একেবারে অনভিজ্ঞ এবং সংখ্যায়ও ছিল প্রয়োজনের তুলনায় কম। এছাড়া পশ্চিমী চিকিৎসা বিজ্ঞান (এসেলোপ্যাথী) সে সময় এখনকার মত এতটা উন্নত ছিল না। সর্বোপরি ছিল “উষমন্ডলীয় তত্ত্ব” অর্থাৎ ট্রপিক্যাল দেশে রোগব্যাধির জন্য দায়ী Miasma বা পুঁতিবাস্প<sup>১৫৪</sup> (যদিও Germ-Theory পরে এটিকে ভুল প্রমাণ করে)। ফলে কোম্পানী কর্তৃপক্ষ তার কর্মচারীদের নিত্য প্রয়োজনবোধে এদেশীয় চিকিৎসা ব্যবস্থাকে উৎসাহ দেয়। অষ্টাদশ শতকেই স্যার উইলিয়াম জেনস প্রতিষ্ঠিত “Asiatic Society”-র উদ্যোগে “চরক সংহিতা” ও “সুশ্রুত সংহিতা”-র ইংরাজী অনুবাদ প্রকাশিত হয়। স্যার উইলিয়াম জেনস স্বয়ং এদেশীয় ভেষজ গাছ গাছড়ার উপর ভিত্তি করে রচনা করেছিলেন “Botanical observation on select India Plants”। এর ফলে বিদেশীদের মধ্যে ভারতীয় আয়ুর্বেদ সম্পর্কে বিশেষ আগ্রহের সঞ্চার হয়।<sup>১৫৫</sup> ১৮১৩ খ্রীঃ দেশীয় চিকিৎসা বিজ্ঞানের গুরুত্ব স্বীকার করে নিয়ে কোম্পানীর কর্তৃপক্ষ মন্তব্য করেন যে, “There also many tracts and merits we were told, on the virtue of Plants and drugs and on the application of them in medicine the knowledge of which might prove desirable to the European Practitioner and by such intercourse the nation might gradually be led to adopt the modern improvement in these and other sciences”<sup>১৫৬</sup> শুধু গুরুত্বই স্বীকার করা হয় না ১৮১৩ খ্রীষ্টাব্দ এর চার্টার অ্যাক্টে প্রাচ্যবিদ্যা চর্চার জন্য ব্যয় করার নির্দেশ দেওয়া হয়। ১৮১৪ সালে “Court of Directors” নির্দেশ পাঠায় প্রাচ্যদেশীয় চিকিৎসাশাস্ত্র পাঠ করার জন্য। ১৮২২ খ্রীঃ স্থাপিত “School for Native Doctors” এর প্রতি এদেশীয় ছাত্রদের অনাগ্রহের কারণে ১৮২৬ সালে কলকাতা মাদ্রাসায় এবং সংস্কৃত কলেজে যথাক্রমে ইউনানী ও আয়ুর্বেদ শিক্ষাদান কর্মসূচী চালু করা হয়। এই বছরই Ainslie এর “Materia Indica” প্রকাশিত হয়। ১৮৩৮ সালে প্রকাশিত হয় Royle - এর “Antiquity of Hindu Medicine”, ১৮৫৪ সালে প্রকাশিত হয় Wise এর “Commentary on the Hindu System of Medicine”।<sup>১৫৭</sup> স্বাভাবিক দৃষ্টিতে মনে হতে পারে ঔপনিবেশিক শক্তি দেশীয় চিকিৎসা ব্যবস্থার পৃষ্ঠপোষকতা করছিল। যদিও আসল উদ্দেশ্য ছিল অন্য। পশ্চিমী ওষুধ ছিল বেশ দামী। তাই বেশি দাম দিয়ে বিদেশ থেকে এলোপ্যাথী ওষুধ আমদানীর বিষয়টি সরকারকে ভাবিয়ে তুলেছিল। এজন্য সরকার ১৮৬৬ খ্রীষ্টাব্দে বাধ্য হয়ে ঘোষণা করে “Indigenous drugs be used more generally and the once available in a crude and uncouth form be given laboratory treatment before administration”<sup>১৫৮</sup> ফলে উপায় - নেটিভদের স্বাস্থ্য রক্ষায় দেশীয় ভেষজ ব্যবহার। এদেশীয় চিকিৎসাশাস্ত্রের গ্রন্থ পাঠ ও অনুবাদের তোড় জোড় থেকে আর একটি উদ্দেশ্য ধরা পড়ে, তা হল অনুসন্ধানের মাধ্যমে ভারতীয় চিকিৎসার সীমাবদ্ধতা অবনতিকে তুলে ধরা এবং পাশ্চাত্যের প্রগতিশীলতাকে প্রতিষ্ঠিত করা। কোম্পানী শাসনের গোড়ার দিকে দেশীয় পদ্ধতির উপর জোড় দেওয়া হলেও এমন ভাবার কোন কারণ নেই যে পশ্চিমী চিকিৎসা বিজ্ঞান তখনও এদেশে প্রচলিত হয়নি। বরং এটাভাবা অনেক সমীচীন যে পশ্চিমী চিকিৎসা বিজ্ঞান তখনও এদেশীয় প্রজাদের চিকিৎসায় প্রয়োগ হয়নি। ১৭০৭ খ্রীষ্টাব্দে কোম্পানী ইউরোপীয়দের চিকিৎসার জন্য কলকাতায় স্থাপন করে “Presidency Hospital”, ১৭৬৪ খ্রী খোলা হয় “Bengal Medical Service”, ১৭৭০ খ্রী এ প্রতিষ্ঠিত হয় “Presidency General Hospital”। বলা অপ্রয়োজনীয় যে এখানে শুধুমাত্র ইউরোপীয়দের চিকিৎসা ও সেবা শৃঙ্খলার ব্যবস্থা ছিল। কিন্তু সমস্যা হল বাংলার মহামারী, যা আবার ভারতীয় শরীর আর ইউরোপীয় শরীরের মধ্যে পার্থক্য বোঝে না। ফলে খুব সহজেই নেটিভদের থেকে এই রোগের সংক্রমণ ছড়িয়ে পড়ে সেনা ছাউনিতে। ফলতঃ সরকার বাধ্য হয় নিজেদের স্বার্থেই দেশীয় প্রজাদের চিকিৎসা করতে। দেশীয় আয়ুর্বেদিক চিকিৎসা পদ্ধতি এক্ষেত্রে ততটা কার্যকারী না হওয়ায় প্রয়োজন হয় এলোপ্যাথি চিকিৎসাপদ্ধতির মাধ্যমে এদেশীয়দের চিকিৎসা করতে। তবে এটাও ঠিক যে দেশীয় পদ্ধতি এর দূরীকরণ করতে পারে কিনা তার জন্য যথেষ্ট গবেষণাও করা হয়নি। আসলে তারা তাঁদের চিকিৎসা পদ্ধতির শ্রেষ্ঠত্ব প্রমাণ করার এই সুযোগ হাতছাড়া করতে চায়নি। ফলতঃ ১৭৯২-৯৩ খ্রী কলকাতায় দেশীয় প্রজাদের জন্য স্থাপিত হয় ‘Native Hospital’। এরপর ক্রমান্বয়ে ১৮০৩ খ্রী ঢাকায়, ১৮০৪ খ্রী -এ মুর্শিদাবাদে, ১৮১৪ খ্রীঃ এ পার্কস্ট্রিট এদেশীয়দের জন্য হাসপাতাল খোলা হয়। এগুলিতে মূলত এলোপ্যাথী পদ্ধতিতেই চিকিৎসা করা হত।<sup>১৫৯</sup> তবে এই সময় পর্যন্ত যেমন আয়ুর্বেদিক চিকিৎসাকে সরকারীভাবে বন্ধ করে দেওয়া হয়নি তেমনি

<sup>১৫৪</sup> সামন্ত, অরবিন্দ, পূর্বোক্ত, পৃ-২৯

<sup>১৫৫</sup> শর্মা, প্রিয়ব্রত, “আয়ুর্বেদ কা বৈজ্ঞানিক ইতিহাস”, (হিন্দীতে), বারনসী, ১৯৭৫, পৃ-২৪০

<sup>১৫৬</sup> H. Sharp, “Selections from Educational Records”, 1781-1839, Part-1 Calcutta, 1920 P.-24

<sup>১৫৭</sup> সামন্ত, অরবিন্দ, পূর্বোক্ত, পৃ-৩৬

<sup>১৫৮</sup> Proceedings, home Department (Medical), July December, 1866.

এলোপ্যাথী চিকিৎসা পদ্ধতিও সরকারী পৃষ্ঠপোষকতা পায়নি। তবে এই অবস্থার দ্রুত পরিবর্তন ঘটে। ইতিমধ্যে প্রাচ্য পাশ্চাত্যবাদী দ্বন্দ্ব পাশ্চাত্যবাদীদের জয়, ১৮১৭-২১ খ্রীষ্টাব্দে বিধ্বংসী কলেরা দূরীকরণে দেশীয় চিকিৎসা পদ্ধতির সীমাবদ্ধতা, নবজাগরণের প্রভাবে শিক্ষিত মধ্যবিত্ত শ্রেণীর একাংশের পাশ্চাত্য মেডিসিনের প্রতি বৈধ সরকারকে বাধ্য করে ইউরোপীয় চিকিৎসা পদ্ধতির পৃষ্ঠপোষকতা করত। ফলস্বরূপ এদেশীয় ছাত্রদের পশ্চিমী চিকিৎসা বিজ্ঞানে শিক্ষিত করে তোলার জন্য ১৮২২ খ্রী এ কলকাতায় খোলা হয় ‘School for Native Doctor’, তবে ভারতীয়দের অনুৎসাহের জন্য এই প্রতিষ্ঠান চালু রাখা সম্ভব হয়নি। যদিও সরকার এতে একটুও দমেনি। লর্ড উইলিয়াম বেন্টিন্গ প্রচলিত মেডিক্যাল স্কুলগুলির শিক্ষার মান ও অগ্রগতি সম্পর্কে খতিয়ে দেখার জন্য, ১৮৩৩ খ্রীঃ মিঃ গ্রান্টকে সভাপতি করে একটি কমিটি গঠন করেন।<sup>১৬০</sup> এই কমিটির সুপারিশক্রমে ও অন্যান্য সব দিক বিবেচনা করে ১৮৩৩ খ্রীষ্টাব্দের ২৪শে জানুয়ারী লর্ড বেন্টিন্গ এক ঘোষনায় কলকাতা মাদ্রাসা, সংস্কৃত কলেজ ও নেটিভ মেডিক্যাল ইনস্টিটিউশনে দেশীয় চিকিৎসা বিদ্যার পঠন পাঠন বন্ধ করে পশ্চিমী চিকিৎসাবিজ্ঞানে দেশীয় যুবকদের শিক্ষিত করে তোলার জন্য কলকাতা মেডিক্যাল কলেজ স্থাপন করেন, এবং ইংরেজি ভাষার মাধ্যমে এলোপ্যাথী চিকিৎসা বিজ্ঞান চর্চার আদেশ দেন। অর্থাৎ সরকারীভাবে আয়ুর্বেদচর্চা নিষিদ্ধ হয় এবং এলোপ্যাথি চর্চা শুরু হয়। ১৮৬০ থেকে ১৮৮০ সালের মধ্যে পাস্তুর আর কোচের Bacteriology-র গবেষণা প্রমাণ করে পুতিবাস্প নয় ট্রপিক্যাল দেশে রোগের জন্য দায়ী জীবানু বা Germ। ফলে চিকিৎসায় পাশ্চাত্য মেডিসিনের আধিপত্য বাড়ল ১৮৯৯ এ লন্ডনে এবং লিভারপুল এ “School of Tropical Medicine” এর প্রতিষ্ঠা আয়ুর্বেদ চর্চার কফিনে শেষ পেরেকটি মারল।<sup>১৬১</sup> কোম্পানীর ‘মেডিক্যাল বোর্ড’ আয়ুর্বেদকে ‘অবৈজ্ঞানিক’ ঘোষনা করল। উপনিবেশিক শক্তি উপনিবেশের উপর দুভাবে hagemony প্রতিষ্ঠা করে, প্রথমত আধিপত্য স্থাপনের মাধ্যমে, দ্বিতীয়ত উপনিবেশের সম্পদের উপনিবেশিকরণের মাধ্যমে। চিকিৎসা ব্যবস্থার ক্ষেত্রেও এই প্রক্রিয়ার ব্যতিক্রম হয়নি। আধিপত্য স্থাপনের প্রক্রিয়া তো আগেই দেখানো হয়েছে, এবার দেখা যাক কিভাবে দেশীয় চিকিৎসাব্যবস্থা তথা আয়ুর্বেদের উপনিবেশীকরণ সম্পন্ন হল। দুটি পদ্ধতি এক্ষেত্রে প্রয়োগ হয়। প্রথমত দেশীয় কবিরাজদের দিয়ে পাশ্চাত্য মেডিসিনের প্রচার করা, দ্বিতীয়ত, আয়ুর্বেদিক ভেষজগুলিকে পরীক্ষা নিরীক্ষার মাধ্যমে ব্রিটিশ ‘ফার্মাকোপিয়ার’ অন্তর্ভুক্ত করা। উনিশ শতকের গোড়ার দিকে, বাংলায়, কবিরাজ বা দেশীয় চিকিৎসকদের সরকারী চিকিৎসা ব্যবস্থায় নিয়োগ করার চেষ্টা হয়েছিল। সম্প্রতি David Arnoled একটি প্রবন্ধে, ১৮৩০ সালের এইরকম দশ পনেরো জন টিকাদার নিযুক্তির টিকাদার নিযুক্তির কথা উল্লেখ করেছেন। ১৮৪৪ নাগাদ টিকাদানের সংখ্যা বেড়ে দাঁড়ায় ৩০জনে, ১৮৫০ সালে ৬৮ জনে।<sup>১৬২</sup> আসলে বাংলায় বসন্ত রোগ মহামারীর আকার ধারণ করলে, সরকার পশ্চিমী টিকাদানের ব্যবস্থা করে। কিন্তু পশ্চিমী টিকা নেওয়ার ব্যাপারে দেশীয় মানুষদের ভয়ানক আপত্তি ছিল। এই পরিস্থিতিতে সরকার দেশীয় টিকাদারদের মাধ্যমে পশ্চিমী টিকা দেবার ব্যবস্থা করে।<sup>১৬৩</sup> দেশীয় চিকিৎসকদের মাধ্যমে সরকার বিদেশী ওষুধকে জনপ্রিয় করে তোলার চেষ্টা করে। উনিশ শতকের ষাটের দশকে, দেশীয় কবিরাজদের ব্যবহার করার আরও প্রস্তাব করা হয়, সিলেটের ভারপ্রাপ্ত জয়েন্ট ম্যাজিস্ট্রেট প্রস্তাব দেন যে এ জেলায় হাসপাতাল বা ডিসপেন্সারি স্থাপনের পরিবর্তে নেটিভডাক্তারদের আর্থিক উৎসাহ দেওয়া হোক, সঙ্গে সঙ্গে কবিরাজদের পাশ্চাত্য চিকিৎসা পদ্ধতিতে আনুগামী করে তোলার জন্যও এদেরকে সরকারী হাসপাতালে Attend করতে দেওয়া হোক। ছাত্র কবিরাজদের প্রথম প্রথম কিছু সার্জিক্যাল যন্ত্রপাতি ও পাশ্চাত্য ওষুধ দেওয়া যেতে পারে যাতে তারা পাশ্চাত্য পদ্ধতিতে ছোট খাটো অপারেশন করতে সক্ষম হয়। বাংলার স্যানিটেশন কমিশনার অভিমত প্রকাশ করলেন যে এই ধরনের হাসপাতাল প্রতিষ্ঠার সুফল পাওয়া যাবে তখনই যখন কবিরাজরা পাশ্চাত্য চিকিৎসাপদ্ধতিতে সড়গড় হয়ে উঠবে।<sup>১৬৪</sup> বাংলার লেফট্যান্যান্ট গভর্নর প্রতি জেলায় কয়েকজন কবিরাজ পাঠান জেলা সিভিল সার্জেনের কাছে পশ্চিমী চিকিৎসাশাস্ত্রের পাঠ নিতে এবং ব্যবহারিক প্রয়োগ শিখতে। এর অর্থ এই নয় যে কবিরাজদের পরোপরি সাহেবি ডাক্তার বানানো হবে, তাদের মূলত পাশ্চাত্য চিকিৎসকদের – assistant বা Helper হিসাবেই ভাবা হয়েছিল। এই কবিরাজী assistant দের প্রতি গ্রামীণ সমাজের বিশ্বাসকে কাজে লাগিয়ে উপনিবেশিককে সরকার পাশ্চাত্য মেডিসিনের জনপ্রিয়তা বাড়াচ্ছিল। এরা গ্রামে ডাক্তারীর সুবাদে সরকারী ওষুধ কুইনাইন, জেমস পাউডার কিংবা ডোভার্স পাউডার বেচত। সর্বোপরি তাদের কবিরাজী বিদ্যা আত্মসাৎ করে পশ্চিম ওষুধের ফর্মুলার সঙ্গে মেশানোর চেষ্টাও চলছিল। বাংলার স্যানিটারী কমিশনার D. B. Smith সরকারকে যে পরামর্শ দেন – কলকাতার খ্যাতনামা দু’একজন কবিরাজকে সরকারী ব্যবস্থাপনায় বিলেতী ডাক্তারদের কাছে রাখা হোক যাতে কবিরাজরা তাঁদের অধীত বিদ্যা সাহেব ডাক্তারদের বিতরণ করতে পারেন তা থেকে এই চেষ্টার ছবি স্পষ্ট।<sup>১৬৫</sup>

উপনিবেশীকরণের দ্বিতীয় ধাপ আয়ুর্বেদিক ভেষজ গুলিকে ফার্মাকোপিয়ার অন্তর্ভুক্ত করা। ১৮৩৯-৪০ খ্রীষ্টাব্দের ভয়ঙ্কর মহামারী, এলোপ্যাথি ওষুধের অগ্নিমূল্য, জনগণের ক্রয় ক্ষমতার অভাব কোম্পানীর সরকারকে বাধ্য করল ভারতের মাটিতে ইউরোপীয় ওষুধের বিকল্প অনুসন্ধানে কতিপয় ইউরোপীয় ও ভারতীয় চিকিৎসকের সুপারিশক্রমে কুইনাইনের বদলে চিরতা, সরসপেরিলার বদলে বেলের ব্যবহার করা হতে লাগল। যেখানে এক আউন্স কুইনাইন কিনতে একজন রায়তের একমাস বেতন খরচ হত, এবং একপাইন্ট সরসপেরিলার জন্য খরচ হত পনেরো দিনের মাহিনা, সেখানে চিরতা বা বেল প্রায় বিনে পয়সায় পাওয়া যেত। বিষয়টি সরকারের দৃষ্টি আকর্ষণ করে, ফলে ১৮৪৪ খ্রীষ্টাব্দে ডাঃ ও’শনেসি “বেঙ্গল ফার্মাকোপিয়ার” সংকলন শুরু করলেন এবং সরকারের পক্ষ থেকে দেশীয়

<sup>১৫৯</sup> পাহাড়ী, সূরত, পূর্বোক্ত, পৃ-৩৩।

<sup>১৬০</sup> তদেব, পৃ ১৬৮।

<sup>১৬১</sup> সামন্ত, অরবিন্দ, পূর্বোক্ত, পৃ-৩২।

<sup>১৬২</sup> Arnold, David, ‘Small Pox and Colonial Medicine in 19<sup>th</sup> Century India’ in imperial Medicine and indigenous societies. Ed, David Arnold, Oxford, 1989.

<sup>১৬৩</sup> সামন্ত, অরবিন্দ, পূর্বোক্ত, পৃ-৩২।

<sup>১৬৪</sup> Bala, Poonam, ‘Imperialism and Medical in Bengal : A Socio historical Perspective’, new Delhi, 1991, p. 58.

<sup>১৬৫</sup> সামন্ত, অরবিন্দ, পূর্বোক্ত, পৃ-৩৪

গাছ গাছরার গুণাগুণ যাচাই করে দেখার জন্য কলকাতায় একটি পরীক্ষাগার স্থাপন করা হয়। এর ফলশ্রুতি হিসাবে ১৮৪০-৪২ খ্রীষ্টাব্দে ভয়ঙ্কর মহামারীর সময় দেশজ কালমেঘ, বেল, কালাদানা, আফিং প্রভৃতি ভেষজের সংমিশ্রনে ওষুধ তৈরী করে চট্টগ্রাম ডিসপেনসারী বেশ সুনাম অর্জন করেছিল। ১৮৬৪ খ্রীষ্টাব্দে তে কোম্পানী সরকার “ফার্মাকোপিয়া অফ ইন্ডিয়া” প্রকাশ করেন। ১৮৮১ তে লন্ডনে আয়োজিত ইন্টারন্যাশনাল ফার্মাসিউটিক্যাল কংগ্রেস<sup>১৬৬</sup>এ বাবু কানাইলাল দে কর্তৃক সুপারিশ করা ভেষজগুলির নাম ব্রিটিশ ফার্মাকোপিয়ায় অন্তর্ভুক্ত করার কথা বলা হয়েছিল।<sup>১৬৭</sup> দেশীয় ভেষজ সম্পর্কে আগ্রহ দেখালেও প্রাচীন আয়ুর্বেদের উন্নতির বা গবেষণার পরিবেশ গড়ে তোলা সরকারের উদ্দেশ্য ছিল না। মূল উদ্দেশ্য ছিল দেশীয় ভেষজ এর গুণাবলীর আত্মসাৎ করা, সেই গুণাবলীকে পাশ্চাত্য ওষুধের সঙ্গে মিশিয়ে এমনভাবে বাজারে আনা, যাতে করে তাকে এ দেশীয় ওষুধ হিসাবে আলাদা করা যাচ্ছিল না।<sup>১৬৮</sup> আর একটি উদ্দেশ্য ছিল, সরকারী উদ্যোগে ভেষজের চাষ করে বানিজ্য করা। সাথে কি আর নেপোলিয়ান বলেছিলেন “দোকানদারের জাত”। বস্তুত এর মধ্য দিয়েই এদেশের সনাতনী চিকিৎসা পদ্ধতিকে পরীক্ষা নিরীক্ষা, গ্রহণ বর্জন, শেষ পর্যন্ত আত্মসাৎকরণ করা সম্পন্ন হল। দেশীয় চিকিৎসা পদ্ধতির ঔপনিবেশীকীকরণের অর্থ এই নয় যে এই চিকিৎসা ব্যবস্থার আর কোন পৃথক অস্তিত্ব রইল না। বরং বলা ভাল যে এর গুরুত্ব সরকারীভাবে কমে গেল। ফলে এই চিকিৎসা পদ্ধতির চর্চাকারীরা নিজেদের চিকিৎসাকে পাশ্চাত্য চিকিৎসা ব্যবস্থার সমপর্যায় নিয়ে যাওয়ার জন্য এর পুনরুজ্জীবন ঘটানো শুরু করল। বিংশ শতকের প্রথম দশকে স্বদেশী আন্দোলনের সুযোগ নিয়ে এই পুনরুজ্জীবন প্রক্রিয়া আরো গতি পেল। আশ্চর্যের বিষয় এই পুনরুজ্জীবন প্রক্রিয়া মূলত ঘটেছিল আয়ুর্বেদের ক্ষেত্রে ইউনানীর ক্ষেত্রে নয়। আয়ুর্বেদের এই পুনরুজ্জীবন ঘটাতে গিয়ে তারা কতগুলি উদ্যোগ নেয়। আলোচনার সুবিধার্থে এই উদ্যোগগুলিকে কতগুলি ভাগে ভাগ করা যেতে পারে, যথা- ক) বিভিন্ন আয়ুর্বেদীয় কবিরাজদের ব্যক্তিগত উদ্যোগ, রাজা জমিদার, বিভিন্ন স্বৈচ্ছাসেবী সংগঠনের সহায়তা, খ) আয়ুর্বেদীয় ওষুধ উৎপাদনের ব্যাপক স্বদেশী উদ্যোগ, গ) বিভিন্ন পত্র পত্রিকার মাধ্যমে আয়ুর্বেদের উৎকর্ষতার প্রচার। ঘ) আয়ুর্বেদ প্রেমীদের ব্যক্তিগত কিংবা যৌথ উদ্যোগ আয়ুর্বেদ সংক্রান্ত পত্র পত্রিকা ও বই পত্রের প্রকাশনা, চিকিৎসা ও গবেষণা কেন্দ্র স্থাপনের স্বদেশী উদ্যোগ। উনিশ শতকের প্রথমভাগে কলকাতা মেডিকেল কলেজে এলোপ্যাথি চিকিৎসার চর্চা শুরু হলে কবিরাজদের অবস্থা সাময়িকভাবে খারাপ হয়। যদিও এ অবস্থা দীর্ঘদিন স্থায়ী হয়নি। মুর্শিদাবাদে আচার্য গঙ্গাধর রায়ের উদ্যোগে এবং কলকাতায় কবি রাজ গঙ্গাপ্রসাদ সেনের উদ্যোগে ব্যাপকভাবে আয়ুর্বেদ চর্চা শুরু হলে বাংলায় আয়ুর্বেদের নবজাগরণ ঘটে, যা অচিরেই সারা ভারতবর্ষে ছড়িয়ে পড়ে।<sup>১৬৯</sup> এসময় আরও অনেক কবিরাজের নাম পাওয়া যায়। যাঁরা নিজেদের নিরলস প্রচেষ্টার মাধ্যমে আয়ুর্বেদকে হাত গৌরব ফেরাতে সাহায্য করেছিল। এদের মধ্যে কয়েকজন হলেন নীলাম্বর সেন, কবিরাজ অনন্যপ্রসাদ সেন, কবিরাজ বিজয়রত্ন সেন, কবিরাজ বিরজাচরণ গুপ্ত, কবিরাজ তারাপ্রসন্ন সেন, কবিরাজ শ্যামাদাস বাচস্পতি, কবিরাজ যামিনীভূষণ রায়, কবিরাজ গণনাথ সেন প্রভৃতি। চিকিৎসা ক্ষেত্রে অভূতপূর্ব সাফল্যের জন্য মহারাণী ভিক্টোরিয়া নামাঙ্কিত শংসাপত্র তাঁকে দেওয়া হয়। নীলাম্বর সেনের সম্পর্কে প্রবাদবাক্য চালু ছিল যে “নীলাম্বরের বড়ি ও গনি মিঞার ঘড়ি” কখনও ভুল করে না। কবিরাজ বিজয়রত্ন সেনকে আয়ুর্বেদ শাস্ত্রে পারদর্শিতার জন্য ভারত সরকার “মহামহোপাধ্যায়” উপাধিতে ভূষিত করেন। কবিরাজ শ্যামাদাস বাচস্পতি দুর্লক্ষ টাকা ব্যয়ে একটি আয়ুর্বেদ শিক্ষাকেন্দ্র প্রতিষ্ঠা করেন। যা বর্তমানে জে. বি. রায় আয়ুর্বেদিক মেডিক্যাল কলেজ এন্ড হসপিটাল” নামে পরিচিত। উপরোক্ত কবিরাজদের প্রাপ্ত উপাধি ও তাঁদের স্থাপিত প্রতিষ্ঠান, তাঁদের জনপ্রিয়তা এবং আয়ুর্বেদের উন্নতিতে তাঁদের প্রচেষ্টাকে প্রমান করে। ১৮৭২ এর আদমসুমারী রিপোর্ট অনুযায়ী বাংলায় পশ্চিমী চিকিৎসা বিজ্ঞানে শিক্ষিত ডাক্তারের সংখ্যা ছিল ৩৭৬৯ জন, সেখানে ২৪০০০ এরও বেশি ছিল গোবৈদ্য, কবিরাজ হাকিম। যদিও হাকিমের সংখ্যা খুব বেশি ছিল না, ফলত উনিশ শতকে বাংলায় আয়ুর্বেদের প্রভাবের বিষয়টি অনুমেয়।<sup>১৭০</sup> সর্বোপরি সরকারী সাহায্যের অভাবহেতু সেকালের রাজা, জমিদার বিভিন্ন স্বৈচ্ছাসেবী সংগঠন বিনামূল্যে আয়ুর্বেদীয় ওষুধের বিতরণ করে, ছাত্রদের বিনা বেতনে কবিরাজবিদ্যা শিক্ষার সুযোগ সৃষ্টি করে, আয়ুর্বেদের উন্নতিতে বিশেষভাবে সাহায্য করে গেছেন। আয়ুর্বেদ শিক্ষা ও চর্চার সাথে সাথে উনিশ শতকে আয়ুর্বেদের নবজাগরণে বিশেষভাবে সাহায্য করেছিল আয়ুর্বেদীয় ওষুধ উৎপাদনের ব্যাপক স্বদেশী উদ্যোগ। বিংশ শতকের প্রথমভাগে এই উদ্যোগ প্রবলভাবে দেখা দিলেও, এর সূচনা হয়েছিল উনিশ শতকের প্রথম ভাগ থেকেই। প্রথম দিকে কবিরাজরা নিজের বাড়িতেই প্রয়োজনীয় ওষুধ তৈরী করতেন। এইসব ওষুধের মধ্যে উল্লেখযোগ্য হল কবিরাজ গঙ্গাধর রায়ের ‘পাচন’, দর্জী পাড়ার মহিলা কবিরাজ যদুর মার তৈরী “সোনাজারু”, ঈশ্বর গুপ্ত সম্পাদিত “প্রভাকর” পত্রিকায় “সোনাজারু” ওষুধের ভূয়সী প্রশংসা লক্ষ্য করা যায়।<sup>১৭১</sup> এই সময় প্রচুর আয়ুর্বেদিকঔষধালয় প্রতিষ্ঠিত হয়, যেগুলি থেকে উৎপাদিত ওষুধ বেশ জনপ্রিয়তা অর্জন করে। কবিরাজ গঙ্গা প্রসাদ সেনের “গঙ্গাপ্রসাদ আয়ুর্বেদিক ঔষধালয়” বিশেষ শতকে বেশ জনপ্রিয়তা অর্জন করেছিল। এই প্রতিষ্ঠানের উৎপাদিত “কনককান্তি হেয়ার ওয়েল” ছিল সমস্ত রকমের মাথার অসুখের অবর্থ ওষুধ।<sup>১৭২</sup> ১৮৬৫ খ্রীষ্টাব্দে স্থাপিত হয় “হারান আয়ুর্বেদিক ঔষধালয়”, কবিরাজ হারান চন্দ্র মুখোপাধ্যায়ের উদ্যোগে। সেখানে গ্রাম্য বনজঙ্গল থেকে বিভিন্ন ধরনের ভেষজ গাছগাছড়া সংগ্রহ করে আয়ুর্বেদ মতে ওষুধ উৎপাদন করা হত।<sup>১৭৩</sup> ১৮৬৮ খ্রীষ্টাব্দে প্রতিষ্ঠিত হয় “মায়াপুর আয়ুর্বেদীয় ঔষধালয়”। এর উৎপাদিত পণ্য ছিল “মায়াপুর রসায়ন”, সে সময়ের প্রতি ফাইনালের দাম ছিল ২ টাকা। কবিরাজ বিনোদ লাল সেন ও আশুতোষ সেনের যৌথ পরিচালনায় প্রতিষ্ঠিত হয় “আদি আয়ুর্বেদীয় ঔষধালয়”, “অশ্বগন্ধা রসায়ন” ছিল এই প্রতিষ্ঠানের প্রধান উৎপাদন। কবিরাজ চন্দ্রকিশোর সেন কলকাতার কালিঘাটে স্থাপন করেছিলেন “সি. কে. সেন এন্ড

<sup>১৬৬</sup> পাহাড়ী, সূরত, পূর্বোক্ত পৃঃ ১৮২।

<sup>১৬৭</sup> সামন্ত অরবিন্দ পূর্বোক্ত পৃঃ-৩৪।

<sup>১৬৮</sup> পাহাড়ী, সূরত, পূর্বোক্ত, পৃ-৮১।

<sup>১৬৯</sup> Jeffery, Roger, ‘The Politics of Helth of India’, London, 1988, p. 52

<sup>১৭০</sup> দত্ত, প্রাণকৃষ্ণ, ‘কলকাতার ইতিবৃত্ত ও অনান্য রচনা’, কলকাতা, ১৯৯১, পৃঃ-১৩৮-৩৯।

<sup>১৭১</sup> ‘বিজ্ঞাপন দ্রষ্টব্য’, ‘আয়ুর্বেদ ভারতী’, ৪র্থ বর্ষ, ১৩৭১-৭২

<sup>১৭২</sup> ‘বিজ্ঞাপন-নতুন ডাইরেক্টরী পঞ্জিকা’, পি. এন বাগচি, ১৯২০।

কোম্পানী” এই প্রতিষ্ঠান আয়ুর্বেদীয় ঔষধপত্রের সঙ্গে সঙ্গে আয়ুর্বেদীয় বইপত্রও প্রকাশ করছিল। শুধুমাত্র কবিরাজরা নয় স্কুল শিক্ষক মথুরামোহন চক্রবর্তী নামে একজন স্কুল শিক্ষক ১৯০১ খ্রীষ্টাব্দে ঢাকায় প্রতিষ্ঠা করেছিলেন “শক্তি ঔষধালয়”। বিহারের ভাগলপুর স্কুলের রসায়ন বিভাগের শিক্ষক যোগেশ চন্দ্র ঘোষ ঢাকায় “সাধনা ঔষধালয়” নামে একটি আয়ুর্বেদীয় ঔষধ উৎপাদনকারী প্রতিষ্ঠান স্থাপন করেন। এই প্রতিষ্ঠানের “মৃতসঞ্জিবনী সুধা” ও “মহাদ্রাক্ষারিষ্ট” বেশ জনপ্রিয়তা অর্জন করেছিল।<sup>১৭০</sup> এই সময় কবিরাজী ঔষধের জনপ্রিয়তা এতটাই বেড়েছিল যে, এই সুযোগে কবিরাজী ঔষধের উপাদানে ভেজাল দিয়ে অসাধু উপায়ে মানুষ লাভের চেষ্টাও সে সময় লক্ষ্য করা যায়। যদিও অর্থলিপ্সা-র সঙ্গে সঙ্গে আয়ুর্বেদীয় ভেজাল উপাদানের দুষ্প্রাপ্যতাও এর জন্য দায়ী ছিল। সর্বোপরি বাজারে কয়েকটি আয়ুর্বেদীয় ঔষধের সঙ্গে এলোপ্যাথী ঔষধের প্রতিযোগিতাও লক্ষ্য করা যায়। উদাহরন স্বরূপ বলা যায় “মায়াপুর রসায়নের ‘সঙ্গে Smith stanistreet এর ‘Hornby’s No. 9 Pills’, মৃত্যুঞ্জয় হালদারের স্বদেশী কুইনাইনের সঙ্গে আমদানি করা কুইনাইনের।<sup>১৭১</sup> গৃহস্থ পত্রিকায় দেওয়া বিজ্ঞাপনের ভাষা থেকে এই প্রতিযোগিতার প্রমাণ পাওয়া যায়- “দেশী বনজ বৃক্ষ হইতে রাসায়নিক প্রক্রিয়ায় প্রস্তুত-বিদেশী কুইনাইন অপেক্ষা কোন অংশে নিকৃষ্ট নহে। স্বদেশী কুইনাইন খাইয়া ২ দিনে প্রবল জ্বর বন্ধ হয়.....”<sup>১৭২</sup> স্বদেশী যুগের পত্রিকাগুলিও এক্ষেত্রে গুরুত্বপূর্ণ ভূমিকা পালন করে। “অনুবীক্ষণ”-এ লেখা হয় “এদেশীয় ঔষধ এদেশের লোকের পক্ষে রোগ নিবারণে এ স্বাস্থ্যকর, কিন্তু ইউরোপীয় ঔষধ যদিও আশু রোগ নিবারক কিন্তু পরিনামে যে অস্বাস্থ্যকর তাহা ধীমান মাত্রই স্বীকার করিবেন। ইউরোপীয় ব্রাডি, পোর্ট কুইনাইন এবং পারাঘটিত ঔষধাদি এদেশের স্বাস্থ্য গত পঞ্চাশ বছরে যা নষ্ট করিয়াছে, বোধ হয় শত সহস্র রোগেও তত নষ্ট করিতে পারিত না।<sup>১৭৩</sup> ডাঃ সাদারল্যান্ড ইন্ডিয়ান মেডিক্যাল গেজেটে আয়ুর্বেদের সমালোচনা করে একটি প্রবন্ধ লিখলে ‘সঞ্জীবনী’ তার যোগ্য প্রতিবাদ জানিয়ে লেখে “যে প্রণালীর বছর সহস্র বৎসর হইয়াছে, যাহার স্বার্থরক্ষায় কেহ সন্দেহ প্রকাশ করে নাই। এইবার সাদারল্যান্ড প্রকাশ্যে ইহার নিন্দায় প্রবৃত্ত হইয়াছেন। আমরা সাদারল্যান্ডকে স্বরণ করাইয়া দিতে চাই যে, এই চিকিৎসা পদ্ধতি রাজানুকূল্য ব্যতিরেকে কেবল শ্রেষ্ঠতার জন্য সহস্র সহস্র বৎসর সগৌরবে জীবিত রহিয়াছে। ...”<sup>১৭৪</sup> এই ধরনের বহু পত্রপত্রিকায় আয়ুর্বেদের কার্যকারীতার প্রচার করা হয়, যা জনগণকে আরও বেশি করে আয়ুর্বেদমুখী করে তোলে। আয়ুর্বেদিক চিকিৎসা ব্যবস্থার পুনরুজ্জীবনের জন্য আয়ুর্বেদকাররা সর্বোপরি আয়ুর্বেদিক বইপত্র, পত্রপত্রিকা প্রকাশনা, আয়ুর্বেদিক কলেজ স্থাপন এবং সর্বোপরি আয়ুর্বেদিক সংগঠন গঠনের মাধ্যমে জাতীয়তাবাদী আন্দোলনের সঙ্গে সম্পৃক্ত হওয়ার চেষ্টা লক্ষ্য করা যায়। এগুলির মধ্যে অধিকাংশই ছিল সংস্কৃত থেকে বাংলায় অনুবাদ। উদ্দেশ্য খুব পরিষ্কার, উচ্চশ্রেণীর ভাষা ছেড়ে জনগণ যে ভাষায় কথা বলে, সেই ভাষায় বই রচনার মধ্য দিয়ে আয়ুর্বেদের জনপ্রিয়তা বৃদ্ধি করা। এইসময় যে প্রচুর আয়ুর্বেদিক রচনা করা হয়, তার বিস্তারিত বিবরণ তুলে ধরার সুযোগ এই আলোচনায় সম্ভব নয়। তাই কয়েকটি বই এর উল্লেখ করা হল মাত্র। আচার্য গঙ্গাধর রায়ের “জল্পকল্পতরু”, গঙ্গাকিশোর ভট্টাচার্যের চিকিৎসার্নব, প্রাণকৃষ্ণ বিশ্বাসের “প্রাণকৃষ্ণ ঔষধাবলী”, মহেন্দ্রনাথ ঘোষালের “আয়ুর্বেদোক্ত দ্রব্যগুণ বিধান”, পূর্ণচন্দ্র গুপ্তের “ধন্যন্তরী”, কবিরাজ হারানচন্দ্র চক্রবর্তীর “সুশ্রুত সন্দীপন ভাষ্য”, নারায়ণ চন্দ্র রায়ের “আয়ুর্বেদ দর্পন”, প্রভৃতি। বর্তমানে বিষ্ণুপুরের যোগেশচন্দ্র পুরাকীর্তি ভবনে প্রায় ৩০০ টিরও বেশী প্রাচীন আয়ুর্বেদীয় পুঁথি সংরক্ষিত আছে।<sup>১৭৫</sup> বইপত্র ছাড়াও আয়ুর্বেদ সম্পর্কিত নানা পত্রপত্রিকা, যেমন- “আয়ুর্বেদ সঞ্জীবনী”, “চিকিৎসা সম্মিলনী”, “চিকিৎসা লহরী”, “ধন্যন্তরী” ও “চিকিৎসা” প্রভৃতি পত্রিকা প্রকাশিত হয়। যদিও এই পত্রিকাগুলির প্রকাশনা নিয়মিত হত না। “চিকিৎসা সম্মিলনী” এই বিষয়ে মন্তব্য করে যে “আয়ুর্বেদের উন্নতি কামনা করিয়া এখন একটি মাত্র পত্রিকা প্রকাশিত হইতেছে, কিন্তু যে সময় পড়িয়াছে তাহাতে আরও মাসিক পত্রিকা প্রকাশিত হওয়া একান্ত প্রয়োজন.....”।<sup>১৭৬</sup> “বড়বাজার গার্হস্থ্য সমাজ” এ বিষয়ে এক অভিনব উদ্যোগ গ্রহণ করে। দেশীয় ব্যক্তিদের “আয়ুর্বেদশাস্ত্র সম্মত উপায়ে স্বাস্থ্য রক্ষায় উদ্বুদ্ধ করার জন্য “আয়ুর্বেদ সম্মত স্বাস্থ্য রক্ষা” বিষয়ে একটি প্রবন্ধ রচনা প্রতিযোগিতা আয়োজন করে। প্রতিযোগিতায় সফল প্রতিযোগীদের গর্বরন স্যার রিচার্ড টেম্পেল পুরস্কার ও শংসাপত্র বিতরণ করেন। ফলে জনমানসে আয়ুর্বেদ সম্পর্কে আস্থা বৃদ্ধি পায়।<sup>১৭৭</sup> তৎকালীন বিখ্যাত কবিরাজ শ্রীযুক্ত বিনোদলাল সেন লিলুয়া স্টেশনের কাছে “আদি আয়ুর্বেদ ভেজাল উদ্যান” নামে একটি ভেজাল উদ্যান তৈরী করেন। ১৯১৬ খ্রীষ্টাব্দে কবিরাজ যামিনীভূষণ রায় প্রতিষ্ঠা করলেন “অষ্টাঙ্গ আয়ুর্বেদ কলেজ, এরপর একে একে প্রতিষ্ঠিত হয় শ্যামদাস বৈদ্যশাস্ত্র পীঠ”, “গোবিন্দ সূন্দরী আয়ুর্বেদীয় কলেজ” ও “বিশ্বনাথ আয়ুর্বেদীয় মহাবিদ্যালয়”। সর্বোপরি এর উন্নতির জন্য সরকারের উপর চাপ সৃষ্টি করার উদ্দেশ্যে ১৯০৭ খ্রীঃ এ প্রতিষ্ঠিত হয় “অল ইন্ডিয়া আয়ুর্বেদিক কংগ্রেস “১৯১২ খ্রীঃ এ প্রতিষ্ঠিত হয় “আয়ুর্বেদ সভা”, ১৯১৯ খ্রীঃ প্রতিষ্ঠিত হয় “আয়ুর্বেদীয় মহামন্ডল”। ১৯২০ তে নাগপুর এ জাতীয় কংগ্রেসের অধিবেশনে বলা হয় “The Conference is of the opinion that..... earnest and definite efforts should be made by the people of this country to further popularize school, colleges and hospitals for instructions and treatment of indigenous system.” অর্থাৎ আয়ুর্বেদের পুনরুজ্জীবন প্রচেষ্টাকে জাতীয় আন্দোলনের সঙ্গে যুক্ত করা হয়। ব্রিটিশ শাসনকালের একটি স্বাভাবিক প্রবণতা হল উপনিবেশের সমাজ, অর্থনীতি, সংস্কৃতির ঔপনিবেশীকিকরণ। চিকিৎসাক্ষেত্রেও এর ব্যতিক্রম নয়। তবে ব্যতিক্রম অন্য জায়গায়। শিল্প, কৃষি, শিক্ষা প্রভৃতি ক্ষেত্রে ঔপনিবেশীকিকরণের সঙ্গে সঙ্গে পুনরুজ্জীবনের ধারা সেই অর্থে দেখা যায় না, ফলতঃ অবশিষ্টায়ন, কৃষির বানিজ্যিকীকরণ, শিক্ষার

<sup>১৭০</sup> Bhattacharyya, Amit, “Swadeshi Enterprise in Bengal 1900-1920”, Kolkata, 1986,P.-65

<sup>১৭১</sup> Ibid, P.-66

<sup>১৭২</sup> গৃহস্থ, বৈশাখ ১৩২১ (১৯১৪-১৫)

<sup>১৭৩</sup> “অনুবীক্ষণ”, ১ম খন্ড, ষষ্ঠ সংখ্যা, পৌষমাস, পৃ-১৮৮-৯০

<sup>১৭৪</sup> “আয়ুর্বেদ”, কার্তিক, অগ্রহায়ন, ১৩২৬, বিবিধ প্রসঙ্গ পৃ-৪৩৯

<sup>১৭৫</sup> পাহাড়ী, সুব্রত, পূর্বোক্ত, পৃ-৮১০

<sup>১৭৬</sup> “চিকিৎসা সম্মিলনী”, ৬ষ্ঠ খন্ড, ১২৯৬, অগ্রহায়ন, পৌষ ২-৯৯

<sup>১৭৭</sup> পাহাড়ী, সুব্রত, পূর্বোক্ত, পৃ-১১১



পাশ্চাত্যকরণ প্রভৃতি শব্দগুলি স্বাধীনতার আগে বহুল পরিচিত। স্বাধীন ভারতেও এইসব ক্ষেত্রে ব্রিটিশ প্রভাব লক্ষ্য করা যায় অধিকমাত্রায় দেশীয় ঐতিহ্যের পূর্ণ উপস্থিতি ছাড়াই। এমনকি সনাতনী চিকিৎসাপদ্ধতি ইউনানিও পুনরুজ্জীবন প্রচেষ্টা উনিশ শতক এমনকি স্বাধীনতার পরবর্তীকালে লক্ষ্য করা যায় না। ব্যতিক্রম শুধু আয়ুর্বেদ। ঔপনিবেশীকরণের সঙ্গে সঙ্গে পুনরুজ্জীবনের একটা শক্তিশালী ধারা বর্তমান। স্বাভাবিকভাবেই প্রশ্ন জাগে আয়ুর্বেদের ক্ষেত্রে এই ব্যতিক্রম কেন? আয়ুর্বেদের পুনরুজ্জীবনের বিভিন্ন উদ্যোগগুলিকে বিশ্লেষণ করলে একটা আভাস আমরা পেতে পারি। আসলে বাংলায় সরকারীভাবে পশ্চিমী চিকিৎসা বিজ্ঞানের প্রচলন হলেও গ্রামাঞ্চলে আয়ুর্বেদের জনপ্রিয়তায় খুব একটা ভাটা পড়েনি। এক্ষেত্রে এলোপ্যাথি চিকিৎসাবিদ্যায় শিক্ষিত ডাক্তারদের ভিজিট ও গ্রাম বিমুখতা, এলোপ্যাথি ওষুধের প্রতিযোগী হিসাবে স্বদেশী ওষুধ উৎপাদন, এলোপ্যাথি চিকিৎসা প্রসারের বিভিন্ন কৌশলগুলি (যেমন পুস্তক, পত্রপত্রিকা প্রকাশ, মেডিক্যাল সংস্থা স্থাপন) আয়ত্ত করে আয়ুর্বেদের ক্ষেত্রে তা প্রয়োগ এই উন্নতির সহায়ক হয়। আরও একটি বিষয় এক্ষেত্রে গুরুত্বপূর্ণ ভূমিকা পালন করে। বিভিন্ন পত্রপত্রিকায় আয়ুর্বেদ সম্বন্ধে লেখা প্রকাশিত হয়, সেখানে কোথাও এলোপ্যাথির বা পাশ্চাত্য চিকিৎসা ব্যবস্থার বিরোধিতা করা হয়নি। অনেক ক্ষেত্রে আয়ুর্বেদের উন্নতিতে পাশ্চাত্য ভাবধারা, কৌশল, এমনকি সরকারের দেওয়া উপাধি, পাশ্চাত্য ভাবধারা, কৌশল এমনকি সরকারের দেওয়া উপাধি, পাশ্চাত্য পণ্ডিতদের দেওয়া আয়ুর্বেদ সম্বন্ধীয় মূল্যবান উজ্জিক্তে এর জনপ্রিয়তা বৃদ্ধিতে ব্যবহার করা হচ্ছিল। কবিরাজ নগেন্দ্রনাথ সেনের লন্ডন ও প্যারিসে শিক্ষা গ্রহণ, গণনাথ সেনের “কল্পতরু আয়ুর্বেদিক ওয়ার্কস” কর্তৃক বিদ্যুৎ চালিত “disintegrator machine” ক্রয় এবং তার মাধ্যমে ট্যাবলেটের আকারে আয়ুর্বেদের ওষুধ তৈরী, গঙ্গা প্রসাদ সেনের আয়ুর্বেদের উন্নতিতে পশ্চিমী চিকিৎসা বিজ্ঞানের সাহায্য নেওয়ার চিন্তা ভাবনা, সর্বোপরি কবিরাজ কালীপ্রসন্ন সেন ও ডাঃ রাধাগোবিন্দ করে “কবিরাজ ডাক্তার সংবাদ”-এ প্রাচ্য ও পাশ্চাত্যের চিকিৎসা বিজ্ঞানকে পাশাপাশি রেখে আলোচনা এর সপক্ষে প্রমাণ দেয়। ফলে এটা বলাই যায় মধ্যযুগে ইউনানীর প্রচলনে, কবিরাজদের রক্ষণশীল দৃষ্টিভঙ্গির ফলে, জাতিভেদ প্রথা, বুদ্ধিজীবী শ্রেণীর উদাসীনতার ফলে আয়ুর্বেদ চিকিৎসা ব্যবস্থার যে অবনতি দেখা দিয়েছিল, ব্রিটিশ শাসন, পাশ্চাত্য মেডিসিনের প্রচলন সেই অবনতিকে আরও দ্রুত করার সঙ্গে সঙ্গে, পরোক্ষভাবে এর পুনরুজ্জীবন ঘটাল। ঔপনিবেশিক শাসনকালে আয়ুর্বেদ চর্চায় পেশাদারিত্ব প্রযুক্তি প্রভৃতি প্রবেশ করার মধ্য দিয়ে এর মধ্যে আধুনিকতা প্রবেশ করল অর্থাৎ ঐতিহ্যের আধুনিকতা<sup>১৮১</sup> সম্পন্ন হল। আয়ুর্বেদ চিকিৎসা ব্যবস্থার ক্ষেত্রে ঔপনিবেশিক শাসন দ্বৈত ভূমিকা পালন করে। একদিকে যেমন আয়ুর্বেদের ঔপনিবেশীকরণ ঘটায়, অন্যদিকে এই প্রচেষ্টার বিরুদ্ধে শুরু হয় আয়ুর্বেদের পুনরুজ্জীবন প্রক্রিয়া। এই দ্বিতীয় প্রক্রিয়াটির সাফল্যের ফলেই বর্তমান সমাজেও আয়ুর্বেদ টিকে আছে- ইউনানি বা অন্যান্য সনাতনী চিকিৎসা পদ্ধতির মত হারিয়ে যায়নি। বর্তমানে ভারতে ১৩,১৮৩ টি আয়ুর্বেদিক ঔষধালয়, ২০৫৪টি আয়ুর্বেদিক হাসপাতাল, ১৩০টি গ্রাজুয়েট ট্রেনিং কলেজ, সমাজের বিভিন্ন শ্রেণীর মানুষের মধ্যে এর জনপ্রিয়তা এর অস্তিত্বের প্রমাণ দেয়।<sup>১৮২</sup> যদিও প্রয়োজনের তুলনায় এই পরিসংখ্যান যথেষ্টই কম। বিভিন্ন শ্রেণীর মানুষ আয়ুর্বেদিক চিকিৎসাব্যবস্থা গ্রহণ করলেও, এই ব্যবস্থার সর্বোচ্চ কার্যকারিতা সম্বন্ধে অধিকাংশ মানুষের মধ্যে একটা সংশয় লক্ষ্য করা যায়। ফলে একই রোগের চিকিৎসায় আয়ুর্বেদিক ওষুধপত্রের সঙ্গে সঙ্গে এলোপ্যাথি ওষুধেরও ব্যবহার চলতে থাকে। অর্থাৎ বর্তমানে আয়ুর্বেদের চিকিৎসাকে তুলে ধরতে গেলে একদিকে যেমন আয়ুর্বেদের চর্চা বারাত হবে, তেমনি জনমানসে আয়ুর্বেদ সম্বন্ধীয় সংশয় দূর করতে পত্রপত্রিকা, টিভি, বিজ্ঞাপন, আয়ুর্বেদ সংক্রান্ত পুস্তক, পত্রিকা প্রভৃতির যৌথ ব্যবহারের মাধ্যমে আয়ুর্বেদের বিজ্ঞানসম্মত প্রচার করতে হবে। এক্ষেত্রে পথ প্রদর্শক এর ভূমিকা পালন করতে পারে উনবিংশ শতকে পুনরুজ্জীবনের ধারাগুলি। সর্বোপরি এলোপ্যাথি ও আয়ুর্বেদিক দুই ধরনের চিকিৎসাব্যবস্থার মূল লক্ষ্য যেহেতু মানুষের রোগমুক্তি ঘটানো, তখন উভয়ের মধ্যে দ্বন্দ্ব ব্যতিরেকে সহবস্থানের উপর জোর দিতে হবে। দুটি চিকিৎসা পদ্ধতির সর্বোত্তম গুণগুলি আদান প্রদানের মাধ্যমেই মানুষকে সর্বাধিক পরিষেবা দেওয়া সম্ভব, যা চিকিৎসাব্যবস্থার মূল লক্ষ্যও বটে।

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<sup>১৮১</sup> ঘোষ অমিয়, সেন শুচিত্রত, ‘আধুনিক ভারত, রাজনৈতিক অর্থনৈতিক সামাজিক ও সাংস্কৃতিক ইতিহাস, ১৮৮৫-১৯৬৪’, কলকাতা, ২০০৮, পৃ-১৩৩

<sup>১৮২</sup> Sinha, G., ‘Arogya Medical and Helth Care System in Ancient India’, UGC sponsored M.R.P.S. (Unpub.).



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ISSN2278-9545



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